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INSIDE

NATIONAL

If your schools are good, why not say so? Others do. 3

STATE

Promised raises, Mississippians rally to collect. 8

LOCAL

No, class, Harry Truman is not President anymore. 7

CLASSROOM

Making it great to be gifted. 4

Remembering the Holocaust. 6

Bursting the biology boredom bubble. 13

Voc ed: safety net for potential dropouts? 17

Bridging the gender gap. 18

INTERNATIONAL

Teaching to the test—in Japan. 2

Scarred by war, children plead for peace. 9

LAW

High court ruling may slow fight against sex bias. 17

PERSONAL

Have we got a deal for you (really). 23

NEA today

WASHINGTON, D.C. MARCH 1985

A NEWSP[illegible] OF THE NATIONAL EDUCATION ASSOCIATION VOL. 3, NO. 5

Nancy J. Pierce

In Celebration

WOMEN IN SPORTS

Angelo A. Rose

Nancy J. Pierce

see page 10

Angelo A. Rose

E. Anthony Valainis

PRESIDENT'S VIEWPOINT

A Delicate Balance

NEA President
Mary Hatwood Futrell

Earlier this winter the Japanese Teachers Union invited me to a unique international symposium on education reform. At meetings in Tokyo and Kobe, as I talked with teaching colleagues from Canada, Australia, Europe, and Asia, one message repeatedly hit home: America is not alone in its quest for a better way to educate children.

Our struggles to find the right medicine for the ills that plague our schools make us part of an *international* search. The maladies we seek to cure—from overcrowded classrooms to disruptive students, from inadequate federal funds to apathetic parents—afflict public education around the globe.

Our colleagues abroad know adversity. They also know what we dare not forget: efforts to reform education can never be isolated from efforts to reform society. The experience of Japanese educators is testimony to this simple truth.

Japan's educational credo is codified in legislation. The Fundamental Law of Education, enacted in 1947, sets forth pedagogical principles for education in a new democracy. It's a remarkable document.

The preamble to the Fundamental Law states that the peace of the world and the welfare of humanity "depend fundamentally on the power of education." It speaks of developing young people who esteem human dignity, value culture, and love truth.

The 11 articles that follow the preamble elaborate upon the goal of imbuing children with an abiding respect for labor, independence, justice, equality, tolerance, and—once again—peace. Article III is devoted to an unqualified affirmation of equal educational opportunity.

The Fundamental Law is the philosophical bedrock of Japan's education system. But Japanese teachers continually warn that its principles are eroding.

Ichiro Tanaka—chair of the Japanese Teachers Union—argues that the Law is endangered and that Japanese education is "heading for devastation." The root problem, according to Tanaka: a retreat from egalitarian principles—an assault on the ideal of equal opportunity.

What explains this regression? How did a system dedicated to equality of educational opportunity slip toward elitism? There's no simple answer. But the educators with whom I spoke tended to target the increasingly harsh "tyranny of the test."

Performance in what the Japanese term the *juken senso*—the examination war—has become the sole criterion for admission to Japan's universities. And because future social and economic success is increasingly dependent on acceptance to a prestigious university, the annual test has become a national obsession. It now determines curricular content and pedagogical method throughout Japan. "Teaching to the test" is the norm—from preschool through high school.

The upshot is a unique form of exclusivism. Given the strictly objective nature of the test, students whose forte is not rote memorization are systematically weeded out. And those who decide there are more important traits than a fierce sense of competition are early casualties in the *juken senso*.

The growing concern in Japan's business community, for example, is that new employees—recent university graduates—are compliant, but devoid of initiative and deficient in problem-solving skills. Just as importantly, students who fail the test are often precisely those with the sensitivity, creative intelligence, and capacity for critical analysis that a 20th century democracy requires if it's to remain healthy and vibrant.

This is the foremost concern of Japanese educators: the testing obsession leaves no time for the kind of education that would develop the virtues eulogized in the Fundamental Law.

As Japanese teachers struggle with this problem, they find themselves looking at U.S. education with unbridled admiration. They envy the flexibility of our system. They're impressed by our success in educating "the whole person."

The irony, of course, is that this admiring gaze is directed our way at a time when many U.S. school reformers are holding up Japanese education as a paradigm of excellence. In this, there is a lesson—and the lesson isn't that "the grass is always greener...."

The more astute observation would be that the grass is green on both sides—and on both sides, there are weeds. Clearly Japan and America have much to learn from each other. The lesson worth taking to heart is that educational excellence is a matter of a delicate balance. A frustratingly elusive balance. A balance achievable only by recognizing that educational reform demands national self-appraisal and at least some reweaving of the social fabric.

TRENDS

Ah, Eh, Ee, O, Oo, I, Oi, Ay

These eight vowels are just one of the features that make Japanese such a difficult language for English speakers. But a record number of U.S. students think it's worth the effort. The number of students studying Japanese in American colleges and universities has increased more than 40 percent since 1980—the biggest jump for any foreign language, according to a report from Temple University.

The burgeoning interest in Japanese is credited to Japan's preeminent economic position. But English will likely continue to dominate U.S./Japanese business. The 16,000 U.S. students now studying Japanese are still far outnumbered by the 400,000 studying Spanish.

Kilometers To Go . . .

The nation's textbook publishers are inching away from metrication. In 1978, for example, the Addison-Wesley Publishing Co. went all metric with its math books. By 1981, it began to retreat, and its 1985 math series gives considerable space to customary measurements.

The problem, says the National Council of Teachers of Mathematics, is "the absence of a clear federal signal that we're moving to a metric system."

So long as English measurements remain the standard in the marketplace, progress toward metrication is likely to remain stalled. As one math textbook editor at Merrill Publishing Co., puts it, "If you go into a carpet store and ask to buy so many square meters of carpet, you'll be chased out the door by a man with a yardstick."

Orwell Lives

The nation's capital is fast becoming the doublespeak capital of the world. Washington-based organizations swept the latest doublespeak awards, presented annually by the National Council of Teachers of English.

The State Department claimed first prize with its official decree that *killing* shall now be termed the "unlawful or arbitrary deprivation of life." The National Transportation Safety Board finished a close second: its investigative reports now describe plane crashes as "controlled flights into terrain."

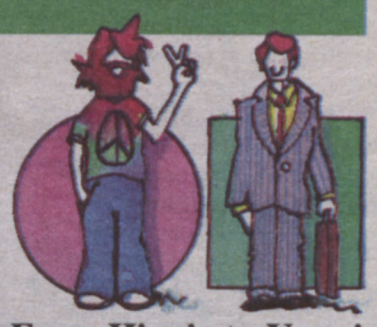
The Pentagon had two finalists: "permanent pre-hostility" (peace) and "collateral damage" (civilian casualties in nuclear war).

Turning Off To Turning On

Marijuana use among teens has reached its lowest level in a decade, according to an annual survey by the University of Michigan's Institute for Social Research.

Study director Jerald Bachman attributes the change to growing concerns about health. But co-director Lloyd Johnson offers a stern caveat: "We still have an exceptional number of youth involved in patterns of substance abuse."

Part of the foundation for Johnson's claim: cocaine abuse—reported by 5.8 percent of all high school students—has never been higher.



From Hippie to Yuppie

The baby boom generation—the third of the U.S. population born between 1946 and 1964—is fast losing its reputation as the source of social flakiness.

A recent survey—sponsored jointly by the American Council of Life Insurance and the Health Insurance Association of America—finds that 76 percent of the boomers prefer largely traditional marriages; 63 percent say only economic necessity should lead mothers of preschoolers to work outside the home; 51 percent believe "strict old-fashioned upbringing and discipline" are essential to child-rearing.

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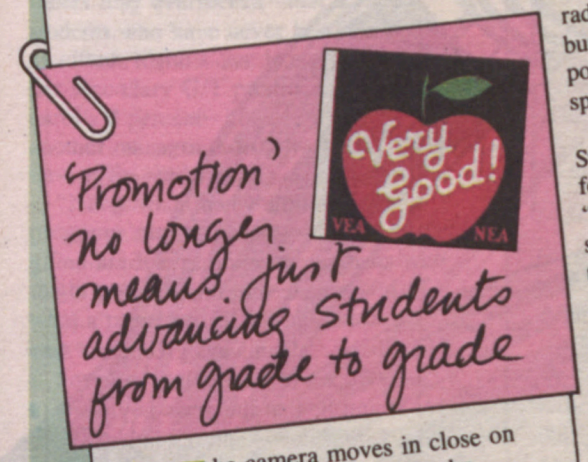
SELLING THE PUBLIC SCHOOLS

PR . . . and the 3R's



The camera moves in close on the face of a person who appears to be a laboratory scientist. He's talking about synthetic fuels, miracle fibers, and the wonders of modern technology.

The camera pans back. Suddenly it's clear that the distinguished speaker isn't a chemist in a laboratory. He's a teacher in a science classroom.

Adds an off-screen announcer: "Isn't Simeon Holloway the type of teacher you want teaching your kids? So does the NEA."

As the 30-second TV spot ends, a basic theme line—"The subject is excellence"—flashes onto the screen, along with the NEA logo.

Marketing is no longer just a technique for selling Chevrolets and deodorant soaps. Today, all over the country, NEA members are taking public education's message to the public, through projects that range from community newsletters to the Association's national TV advertising campaign, now in its fourth year.

Why are pro–public education radio announcements, newspaper ads, bumper stickers, decals, buttons, posters, refrigerator magnets, and TV spots proliferating at such a rapid pace?

"Times have changed," explains Steve Hale, communications director for the Utah Education Association. "Twenty years ago educators might say, 'We don't have to sell people on the public schools. They already know what we're all about.' That's not the case anymore."

In 1970, 44 percent of the nation's adults had children of school age, according to the U.S. Census Bureau. By 1980 that number had dropped to 28 percent, leaving 72 percent of all taxpayers with virtually no contact with the schools.

Add to those demographics the National Commission on Excellence in Education's 1983 diagnosis of a "rising tide of mediocrity" in the schools, and you have a formula for eroding public confidence.

What can the Association do to counter this erosion? NEA's Standing Committee on National Public Relations has been actively addressing that question.

Explains committee chair Sylvia Blanda, a language arts teacher at the Davisville Middle School in North Kingstown, R.I., "We're really missing the boat if we don't reach out to new groups—nonparents, senior citizens, and opinon leaders."

When it comes to filling such a tall PR order, educators' best friend is now the media—both print and broadcast. For years Association activists struggled to tell their stories to news reporters who seemed to regard schools as ho-hum, hidebound institutions. The *Nation at Risk* report awakened reporters to the controversial potential of public education.

"We've become hot stuff since that report, and it's now much easier for us to attract media interest," says Colorado Education Association (CEA) Communications Director Debbie Fallin. "But the more attention we get, the more critical it becomes to tell our story *well*."

One PR technique that's caught on around the country lets "outsiders" learn firsthand about the strengths and problems of the public schools by spending a day in a classroom—often as a guest teacher. Such "I've Been Back to School" campaigns have brought hundreds of businesspeople, politicians, retirees, and community leaders into the schools—often with the press in tow.

Amid all the reaching out to the general public, Association activists see no need to abandon tried-and-true techniques that have fostered effective ties with teachers' longtime allies: parents. The Tennessee Education Association (TEA) launched a multimedia campaign last summer loaded with tips for parents of prospective kindergartners and first graders. The effort helped "substantiate the Association as a reliable source of information relating to public education," TEA leaders report.

The Virginia Education Association's current community relations campaign encourages members to reward good student papers with a colorful sticker (*shown above*) bearing the state and national Association acronyms. Along with the sticker goes a handwritten message to parents and a request that they sign and return the work.

"Teachers are using VEA's stickers to promote parent involvement in their children's work," reports VEA Communications Director Joe Bland. "So what started out as good PR is actually improving education."

Whatever the strategy, public relations creates public understanding. And that's a climate in which school employees can thrive.

—Vicky Lytle

Scott Rathburn

PR, Texas Style

Association leaders in Lubbock, Texas, are on to a secret that public relations pros have long recognized: if you can get someone else to promote what you're up to, you not only gain credibility, you save yourself time and expense.

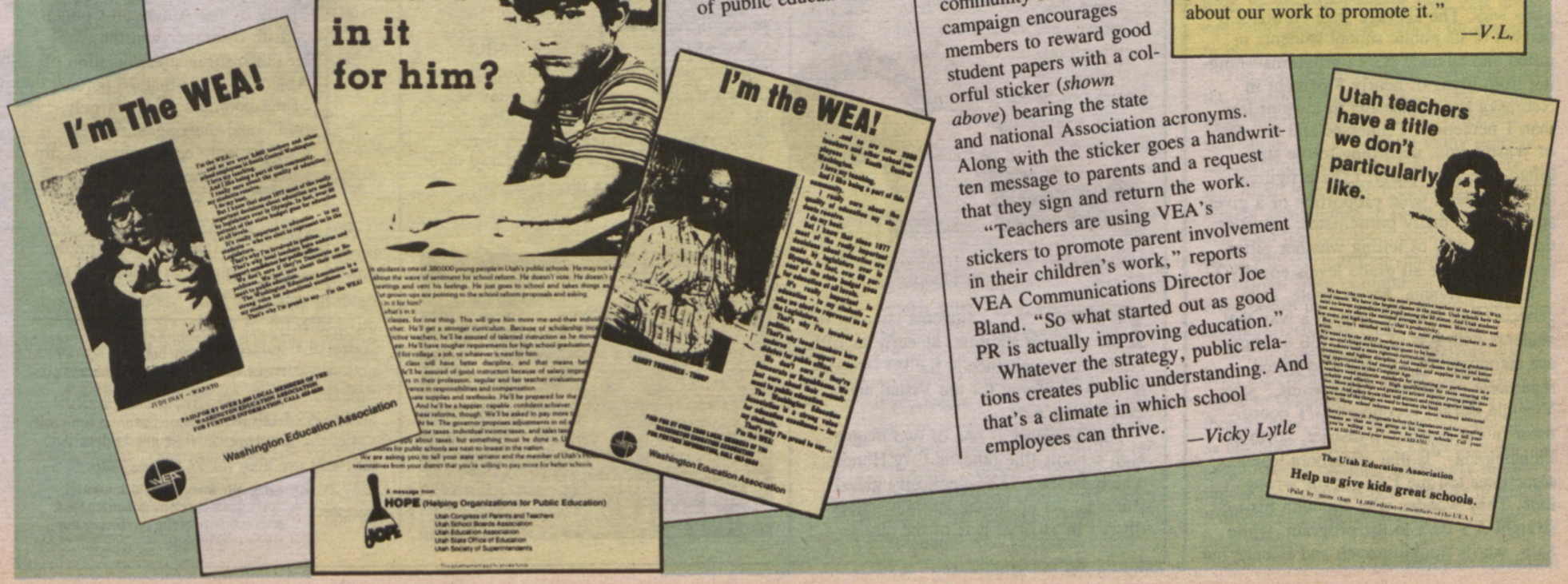
The Lubbock Education Association (LEA) has been soliciting local merchants to sponsor "educational excellence" publicity campaigns to build community support for Lubbock's 56 public schools and 2,200 teachers.

Beginning in January, a locally owned supermarket chain agreed to do so. The campaign featured a three-week media blitz, including a newspaper insert, full-page newspaper ads, and paid radio and TV spots. The LEA supplied photos of local schools and other materials for an eye-catching store display. Theme for the publicity campaign is "Lubbock teachers are skilled, competent, and dedicated to the youth of the community."

Now area car dealers, financial institutions, and restaurants are considering similar campaigns.

Observes LEA President James Harris: "Along with improving public opinion, these programs lift teacher morale. It helps to know that there are people out there who care enough about our work to promote it."

—V.L.


I'm The WEA!
Washington Education Association
What's in it for him?
HOPE (Helping Organizations for Public Education)
Utah Congress of Parents and Teachers
Utah School Boards Association
Utah Education Association
Utah State Office of Education
Utah Society of Superintendents
I'm the WEA!
Washington Education Association
Utah teachers have a title we don't particularly like.
The Utah Education Association
Help us give kids great schools.

IN THE CLASSROOM

DOING RIGHT BY THE

The real question is: How do we do right by *all* students?

Special programs for the academically gifted have always been controversial. They used to be criticized for being elitist and unnecessary: the gifted would figure things out for themselves anyway.

In fact, under Chapter 2 of the Education Consolidation and Improvement Act of 1981, some 28 diverse federal aid-to-education programs—including aid for the gifted—were lumped together into a single education block grant to each state. That ended a decade-long federal program that had earmarked special federal dollars for helping America's elementary and secondary schools offer special programs for gifted and talented students.

Initial fears that states and local school districts wouldn't spend money for gifted programs—either from Chapter 2 or from their own sources—have, with some exceptions, proved groundless so far.

A 1984 survey by the Council of State Directors of Programs for the Gifted found continued growth in support and funding for gifted/talented programs. Still, only 16 states reported that such programs are mandatory.

Concerned that gifted programs may once again be at risk, the NEA supports a return to categorical federal funding of these programs. Legislation authorizing such special funding will likely be introduced in the new Congress, as it was in the last.

The current controversy in gifted education tends to be over whether the schools are efficient enough at identifying gifted students and—once they are identified—at offering them a challenging curriculum. Neither job is being done adequately, according to a national survey of gifted programs released earlier this year by the Texas-based Sid W. Richardson Foundation.

Not all states define the gifted in the same way. The average state enrolls 2.8 percent of its public school students in gifted and talented (G/T) programs—ranging from highs of nearly 8 percent in Nebraska and Minnesota to lows of less than 1 percent in Tennessee and the state of Washington, according to the state gifted directors' study. (These figures say little about what proportion of a given age group actually participates, however; there's no way of telling whether gifted programs serve all grade levels equally.)

In Pennsylvania, for example, state criteria often operate in such a way that students with IQs of about 130 or above are automatically identified as gifted, regardless of grades. "The result," says Virginia Bernd, secondary G/T coordinator in the Souderton district, north of Philadelphia, "is that classroom teachers sometimes tell me I've got the wrong kids. They wonder why Joe with his straight A's isn't in the program, while Sam, who's flunking math and science but has an IQ of 150, is."

Probably the most common selection procedure uses some variant of the old federal criteria—of which IQ was only one component. In Moscow, Idaho, for example, G/T coordinator (and NEA director) Sue Hovey says children are classified as gifted when they're able to meet three of five criteria, which include minimum scores on an individually administered IQ test, an achievement test, and a creativity test; ratings of social maturity obtained from parents, teachers, or both; and anecdotal evidence (from teachers, perhaps) of a specific aptitude.

Still, many teachers worry that some kinds of students are consistently overlooked. One NEA member who taught gifted students for five years in Georgia observes, "When there isn't enough money to include everyone, the tendency is to use cutoff scores and not to test Black kids with appropriate instruments. This can keep many minority children out of programs they could profit from."

A national survey on the ways schools identify gifted kids, commissioned by the U.S. Department of Education and pub-

The State of the Artists

Ronald Colleran

In Buffalo, N.Y., students talented in the arts can audition, as early as fifth grade, for acceptance at the 900-student Buffalo Academy for the Visual and Performing Arts.

The Academy is one of two magnet high schools (the other is City Honors, which serves 900 academically gifted students) set up by the Buffalo school district in 1977 as part of the city's school desegregation plan.

Asked the obvious question, NEA member Steve Glassman, an English and theater teacher, says: "Sure, a day at the Academy is a lot like watching *Fame*. The kids do learn to act, dance, design posters, film TV shows—but they really don't dance on the cafeteria tables."

Lee Frankel

Ronald Colleran

Not every community has an arts program as conspicuously good as Buffalo's, and even Buffalo's has suffered funding cuts. But John Mahlmann, executive director of the Music Educators National Conference, says that the nation's current quest for excellence "means schools are paying attention to all kinds of talent."

On the assumption that art and music teachers are also talent scouts, things may be looking up for talented young people.

—*N.R.N.*

IN THE CLASSROOM

GIFTED & TALENTED

lished in 1982, concluded that those who most need G/T programs to reach their potential—the underachieving, the handicapped, the disadvantaged, the bilingual, and those gifted in the categories of creativity, leadership, or visual and performing arts—are screened out by current identification practices.

Paradoxically, while many G/T programs are criticized for underrecruiting, others may overrecruit—that is, serve students who have never been categorized as gifted. Idaho's Sue Hovey reports that her secondary G/T program formally enrolls 8 percent—but one way or another manages to involve nearly a quarter—of the student population.

"Nongifted" kids end up in gifted programs mainly because teachers of the gifted are loath to exclude students who might profit from them—regardless of what a paper-and-pencil selection process says.

For example, gifted students are likely to work on individual or group projects in and outside of class. Some projects, such as the ones that win participants a place in the Westinghouse Science Talent Search, are highly academic. Others, such as raising money to send a wreath to commemorate the D-Day landings or working with a "mentor" in clinical psychology, have more than academic goals—here civic participation and career education. Hearing about such a project from a friend or neighbor who's a G/T student makes students outside the program want to participate too.

Also, many G/T programs emphasize the process of creative problem solving rather than the substance of a particular discipline. This orientation, too, can make a program intended for the gifted attractive to others—as Catherine Lyttle, on leave from her G/T position in Sayreville, N.J., points out:

"A boy in my school who was characterized as 'learning disabled' succeeded at a project that had defeated a team of 'gifted' students—building a self-propelled 'mousemobile.' But because the G/T students had put down his design suggestions, that youngster never even bothered to show them the three working mousemobiles he built at home."

In some districts, teachers have formalized some of these informal ways of being inclusive. Pol Holt, local Association president and secondary G/T coordinator in Douglas, Wyo., says the selection process in his district uses a final step called *professional advocacy*.

"It makes the selection process more humane," Holt explains. Members of the classification panel may add extra points at the end of the formal rating process to the scores of students they have a positive hunch about. "We know the tests aren't infallible," notes Holt.

Questions of equity abound. If some "nongifted" students are admitted to gifted programs, why not others? Why not all?

Or, if gifted students really are different, is it fair to slow them down by having them work with more ordinary classmates?

In fact, some observers believe that when those designated as gifted include more than, say, the brightest 3 to 5 percent of the age group, the effect is to water down the gifted curriculum.

"Candidly, I worry about keeping achievement levels high enough for the 'really gifted'—the ones you may see 10 of in 10 years," says Idaho's Sue Hovey. "We're fortunate to live in a university town and to be able to set up mentorships for these students."

A number of investigators have concluded that G/T programs aren't academically tough enough. The recent Richardson Foundation study characterized many gifted programs as "insubstantial" in both content and intensity of impact.

There is some indication, too, that parents of highly able children are not completely satisfied with school programs. According to William Durden, director of Johns Hopkins University's Center for the Advancement of Academically Talented Youth (CTY), "Participation in our summer programs has soared—from 109 in 1980 to 1,800 in 1984—mainly because parents aren't satisfied with the creative problem-solving type of courses that so many schools are offering gifted students."

Creativity is a part of education, Durden says, "but it has to be embedded in a rich, substantive curriculum."

This isn't to say that rigorous programs for the academically talented don't exist in public schools. They do.

For example, more and more high schools, especially in the South and Southwest, are participating in the College Board's Advanced Placement (AP) program. Taken together, AP courses—which allow students to gain college credit for work completed in high school—can constitute an informal gifted program.

Similarly, 80 U.S. public high schools offer the International Baccalaureate, a sequence of secondary courses that culminate in external exams as rigorous as the exit exams from Europe's university-preparatory schools.

The problem of serving the gifted lies not in attaching the right label to the right student, but in allowing all students to proceed at their own pace.

The Richardson Report advocates an end to rigid cutoff scores and encourages throwing "a wider net" to obtain a larger proportion of students who can benefit from in-class enrichment activities. Certainly this is what many schools are already doing—formally or informally.

For the very top students, off-campus programs (such as the university ones listed in the box above) might supplement the school curriculum, especially in smaller districts.

Casting a wider net for enrichment activities, say some G/T teachers, would not only make use of a wider range of student abilities, but would also make better use of their *own* abilities. As New Jersey's Catherine Lyttle puts it, "My dream job would be to help a regular teacher present a unit about—maybe colonial America or the Great Wall of China. A heterogeneous class would be best, because you would need kids who can build pagodas as well as do research in books."

The solution to problems presented by the varieties of giftedness—or of ordinariness, for that matter—is individualized education. Not as soon as many thought, but certainly one day soon, computers will make it possible for teachers to make unique assignments to individual students and keep track of their completion. Students will learn at their own pace—sometimes from computers, sometimes from books they find out about from a computerized data base.

But then as now, some students will need experiences out of the ordinary in order to develop their full potential. And then as now, their teachers will function as teachers of the gifted especially do today—being flexible, constantly thinking of new ways to put students in touch with learning opportunities that match their needs.

—Nancy R. Needham

Universities Serve Gifted Secondary Students

The following university-based programs admit highly able junior and senior high school students (who generally stay enrolled in their regular schools) and offer them challenging, accelerated courses during the school year and in the summer.

Center for the Advancement of Academically Talented Youth (CTY)
Johns Hopkins University
Charles and 34th Sts.
Baltimore, MD 21218
(CTY has branches in Tempe, Ariz., and Los Angeles and Oakland, Calif.)

Midwest Talent Search
School of Education
Northwestern University
2003 Sheridan Rd.
Evanston, IL 60201

Rocky Mountain Talent Search
MRH Room 119, School of Education
University of Denver
Denver, CO 80208

Talent Identification Program (TIP)
01 West Duke Building
Duke University
Durham, NC 27708

HUMAN RIGHTS

Days of Remembrance Honor Holocaust Victims

"...The Holocaust is a matter of concern not only for the Jewish people, but for all peoples...it ranks high among the lessons of history that must never fade from the minds of men."
—Gideon Hausner, Council chair, Yad Vashem (Jerusalem's Holocaust museum)

The U.S. Holocaust Memorial Council, an independent federal agency created by Congress in 1980, has declared annual Days of Remembrance to honor Holocaust victims. Dates for this year's commemoration are April 14-21.

The dates serve a dual purpose: they mark the Allied victory over Nazi Germany in 1945, and they coincide with Christian and Judaic holy days.

The Council represents a national commitment to remembering one of history's darkest periods. By mid-1989, using private funds it is now raising, the Council will create a memorial museum in Washington, D.C., to honor the memories of the six million Jews and millions of other victims representing 20 nationalities who died in concentration camps.

The museum will also serve as a research and education center for teaching the lessons of that devastating period in history, so that no future Holocaust will ever occur.

For high school teachers observing Days of Remembrance or presenting units on the Holocaust, the Council has free materials available by mail, including sheet music from the Holocaust period, a book of dramatized eyewitness accounts and readings concerning the Holocaust, and artwork suitable for reproduction. Curriculum guides are in the planning stages.

For a complete price list of materials, write to the U.S. Holocaust Memorial Council, 425 13th St., N.W., Suite 832, Washington, DC 20004.

—Diane Dismuke

A Campaign To Remember

U.S. Department of the Interior

U.S. Department of the Interior

Two unidentified survivors of Nazi concentration camps wear their former camp clothing at the April 1984 symbolic groundbreaking ceremonies for the U.S. Holocaust Museum in Washington, D.C. The museum, to be built on federal land some 400 yards from the Washington Monument, is scheduled to open in mid-1989.

Help Fund Future U.S. Holocaust Museum

The United States Holocaust Memorial Council welcomes donations to help finance the U.S. Holocaust Memorial Museum, which will open near the national Mall in Washington, D.C., in mid-1989. All funding for the museum must be raised from private sources. Contributions are tax deductible.

Send contributions to U.S. Holocaust Memorial Council, 425 13th St., N.W., Suite 832, Washington, DC 20004.

WASHINGTON WATCH

As the curtain went up this winter on the 99th Congress, players and issues—both old and new—were poised for the legislative drama. In leading roles:

✔ **William J. Bennett**, President Reagan's nominee to succeed Terrel Bell as secretary of education. A former law and philosophy professor, Bennett, 41, has chaired the National Endowment for the Humanities since 1981. On January 29, while awaiting Senate confirmation, he met for more than an hour with NEA President Mary Hatwood Futrell (*photo*) and other NEA representatives for a frank discussion of various education issues. Bennett agreed to meet again with NEA in a few weeks.

Joe Di Dio

✔ **Rep. Augustus F. (Gus) Hawkins (D-Calif.)**, new chair of the House Education and Labor Committee, who has vowed to be a staunch education supporter. "Our goal is not just to hold off the expected barrage of budget cuts," Hawkins says. "We want to adopt a strong advocacy role in restoring some of the cuts already made."

✔ **The federal budget.** Deficit reduction will be the operative term here, as policymakers search for budget cuts. One proposal is a so-called spending "freeze," a term that can have various interpretations. NEA will tell legislators that education should be treated as well as the best-treated programs, including defense.

✔ **Taxation of fringe benefits.** A number of proposals have been floated for "simplifying" the federal income tax system. NEA will be lobbying against any plans to tax employer-paid health insurance, pensions, or other fringe benefits important to education employees. NEA will also fight any move to end the federal deduction for state and local taxes—taxes that foot 94 percent of the costs of public education.

✔ **Social Security.** Many policymakers, including the Senate leadership, have talked about trimming the budget by freezing the next annual cost-of-living adjustment in Social Security benefits. NEA opposes such a freeze, arguing that it would throw half a million Americans into poverty.

✔ **American Defense Education Act (ADEA).** The House last year voted to consider this major NEA-backed federal aid bill designed to help local school districts, but the measure did not see final action. It's been reintroduced in the Senate as S 177 by Sen. Gary Hart (D-Colo.) and in the House as HR 650 by Rep. Gus Hawkins (D-Calif.). Rep. Hawkins is hoping to build a consensus on a broader "educational excellence" bill that would include the ADEA, funding of Chapter 1 programs for disadvantaged students at the high school level, and other NEA-supported components designed to make schools more effective.

✔ **Civil Rights Restoration Act of 1985.** NEA was at the forefront of the successful effort to win bipartisan sponsorship for this bill. It would strengthen federal laws that have been in jeopardy since the Supreme Court's Grove City College ruling last year (*see pages 10 and 17*).

✔ **The Higher Education Act.** The law that authorizes most federal higher education programs, including student aid, expires this year. Although there's an automatic one-year extension, Congress may begin work on a reauthorization bill in this session. NEA will be involved in the effort to maintain quality in higher education.

✔ **The rules-making process.** Shortly before the 98th Congress left town last year, it passed the Vocational Education Act and a catch-all $1.2 billion reauthorization bill for 10 education programs. NEA—and the Congress—will be watching closely as the Executive Branch now issues regulations spelling out how these programs will be implemented.

✔ Meanwhile, in late January the Supreme Court came through with its long-awaited decision in a New Jersey case questioning the legality of school employees' searches of students. The high court ruled that a **student search** is legal if there are "reasonable grounds" it will turn up evidence of a violation of the law or school rules. The decision was in line with NEA's friend-of-the court brief, which asked the Court to support students' rights against unwarranted search and seizure, while recognizing the realities of the school environment.

Local Look

IDAHO

Two-thirds of the territory covered by the Idaho Education Association's Region 2 is wilderness area. It's breathtakingly beautiful—but also a place where children camping or backpacking with their families are easily lost.

So as part of their IEA-funded public relations program, the 16 local Associations in north-central Idaho are sponsoring three "Project Hug-a-Tree" workshops this spring.

The workshops, designed by a nonprofit organization in San Diego and led by IEA members, will teach students—and parents—survival techniques like staying in one place (hug-a-tree), wearing bright clothing, carrying a whistle, and making impressions of people's shoes on aluminium foil *before* they set out—and leaving the impressions at the campsite or car.

VIRGINIA

Northern Virginians in need of tax preparation, plumbing, catering, piano tuning, or a hundred other services now have an alternative to the yellow pages. They can let their fingers do the walking through *The Talented Teacher Directory*, the Fairfax Education Association's listing of teachers who operate small businesses on the side.

The 10-page book, updated annually, costs $1 but is free to Association members.

The trust factor is important, reports Brookfield Elementary teacher Jack Wintersteen, who advertises his carpentry skills in the directory. "I've had teachers just give me their house keys without a second thought," he says. "They trust me because I'm a colleague."

Wintersteen has advice for other local Associations considering publication of such a directory: "It's effortless to start one. Just send out a flyer to teachers asking about their moonlighting talents, and put all the responses together."

UTAH

The Park City Education Association has solved the work overload problem for local presidents who get no released time: have *two* presidents.

A year ago, when no one really wanted to take on the burdens of officialdom, the 60-member Association changed its constitution to allow more than one person to hold a single office.

Sharon Richards and Sue Worley, both teachers at Treasure Mountain Middle School, teamed up to run for the presidency—against another team—and they won.

Worley describes the mechanics of a dual presidency: "We alternate presiding, and each of us chairs a major committee. I chaired the political action committee last fall, and this spring Sharon heads the Association contingent on a joint policy review committee with district administrators.

"One of the big advantages to two presidents is psychological," Worley explains. "You don't feel you have the sole responsibility for the organization. Of course, another reason for that is that we have three vice-presidents and two secretaries—but only one treasurer."

WYOMING

As "WEA Local #1," support staff in the Cheyenne school district have become the Wyoming Education Association's first exclusively ESP local with bargaining rights. The unit changed its affiliation in late 1984, voting out its former representative, the Service Employees International Union (SEIU/AFL-CIO).

"We see ourselves as an integral part of education—and want to be represented that way," says local president Ed White, a groundskeeper. "Since affiliation with WEA and NEA, our members have received training, so now we can do our own bargaining instead of having someone from Denver do it for us.

"And the link to other educators will make it easier to convince the district that we're people with skills of our own, who should have the same job safeguards and benefits as teachers and administrators," White adds.

WEA Local #1's rapidly growing membership now stands at 84 out of a potential 120. Most are employed in transportation, maintenance, or warehouse and grounds work.

FLORIDA

Association wins can take time. But for the Nassau Teachers Association (NTA), getting an 11 percent salary increase almost took an eternity.

When their contract was settled last August, county teachers began waiting to see the new money in their checks.

They waited. And waited. But nothing happened—not until NTA took direct action.

Association leaders presented a petition to the school board. Local newspapers began reporting that teachers had not received their salary increase.

And finally, NTA members started flooding the board with grievances—19 from a single school. As the grievances began to pile up this winter, the salary increase suddenly appeared in teachers' checks.

MICHIGAN

The North Branch Education Association had tried most of the traditional ways of building public support for schools: contributing to community food baskets for the needy, providing student scholarships, and working in community fundraisers.

But these projects had little impact on one sizable group—the local farm families. So last year North Branch EA decided to do something different, budgeting money to buy livestock sold by local students at a 4-H auction. The teachers then had the animals butchered, raffling off the meat to members and others.

The purchases resulted in a new feeling of good will between teachers and farmers. As one impressed farmer put it, "The teachers bought a lot more than livestock. They purchased themselves a lot of positive feelings. These are the best damn teachers in the state!"

OREGON

Citizens in the small eastern Oregon town of Baker breathed a collective sigh of relief in late 1984, when—after 23 months at the table—the Baker Education Association (BEA) and the school district reached agreement on a new five-year contract.

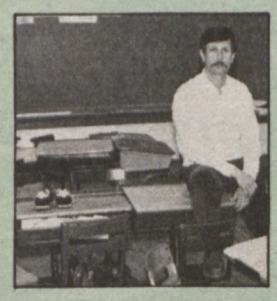
The 127 teachers won most of the salary and fringe benefit improvements they were after, thanks to their patience during the two years of negotiations and a series of newspaper and radio ads explaining their position to the public.

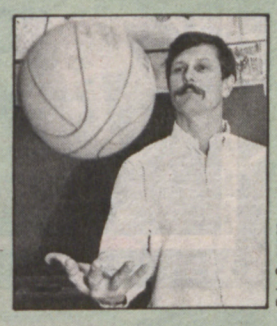
But Baker remains a strong anti-union town, and the long contract stalemate took its toll. A number of excellent teachers left the district as negotiations dragged on and salaries remained frozen at 1982 levels.

Almost half the remaining BEA members have indicated they'd like to leave. "It's a question of being valued," explains LeRoy Gornick, guidance director at Baker High School and member of the negotiating committee. "The money was always there. The school board simply wasn't willing to put it into teacher salaries. We weren't proud of being the lowest paid teachers in the state."

BEA sees some hope for the future of education in Baker. A citizen's committee, which was formed a year ago and helped generate community pressure on the board to reach a settlement, plans to stay involved with the Baker schools.

IN URBAN VERMONT





Rob Swanson

Clockwise from left: BEA Vice-President Jacquelyn Shultz and President Ralph Dodge in front of Edmunds Middle School; BEA member and investigation director Chip Porter sits atop an archaic desk in his hopelessly cramped classroom; Porter displays one of the worn-out basketballs Burlington teachers are forced to use; an array of texts circa 1950-60, still in use in the district's schools.

Burlington's Winter of Discontent

Something's wrong. The consensus on that fact has spurred the 233 members of the Burlington Education Association (BEA) to conduct a formal investigation into teaching and learning conditions in their district's 12 schools.

Last fall, a round of late-night, final-hour bargaining narrowly averted a strike. Teachers happily ratified their new contract, which will boost salaries by 27 to 47 percent over three years.

Yet the jubilation soon turned to indignation, as Burlington teachers began to realize that issues beyond the scope of bargaining were affecting their ability to do their jobs.

One by one, they began asking questions such as, Why has the number of administrators increased while the number of teachers has been dropping? Why are 100 students forced to share 20 textbooks in some schools? Why do Burlington classes contain as many as 27 students, when average class size statewide is 14? Why is the superintendent—already one of the highest paid in the state—getting a $2,500 bonus when funds for supplies are being frozen?

"I'm mad," declares Edwards ("Chip") Porter, a sixth grade teacher at Edmunds Elementary School. "I got $11 per student for new textbooks this year and bought one set—to replace books that showed Harry Truman as president."

Other BEA members complain of supply shortages, cracked windows, departmental budget cuts, large administrative expenses.

To document their contention that too many dollars are being siphoned away from the resources needed to educate kids, BEA leaders plan to survey every teacher via NEA's Instructional Needs Assessment instrument and to compare their district's budget with neighboring ones.

Explains BEA President Ralph Dodge, "We plan to bring the attention of the press and the public to the question of fiscal management and the decisions made by the central administration that adversely affect the classroom."

State Side

MIDWEST

When the Illinois Education Association-NEA speaks, state legislators listen. That's what the Associated Press (AP) found in a recent survey.

Legislators ranked IEA-NEA as the second most influential lobbying organization in the state, trailing only the Illinois Medical Society. Two years ago, a similar survey ranked IEA-NEA fifth.

Association President Reg Weaver says the primary reason for IEA-NEA's legislative effectiveness is the membership's firm commitment to political action and fundraising.

"Our grassroots political action efforts yield respect," Weaver reports. "When our lobbyists hit the capitol, they have the collective strength of 55,000 educators behind them. Legislators respect our united voice for public education."

NORTHEAST

The Connecticut Education Association's campaign for better teacher salaries won crucial allies in high places this winter.

First the Governor's Commission on Excellence and Equity reported its conviction that teachers' professional image cannot be enhanced "without significant increases in teacher compensation." The commission—15 representatives from business, industry, and education—is considering whether to recommend an $18,000 minimum teacher starting salary.

Meanwhile the state board of education has opted to link its proposed changes in teacher certification regulations with a provision to raise salaries.

"The fact that these two powerful groups have backed our salary goals is a big win for the Association," reports CEA President Robert Eagan.

POLITICIANS RENEGE IN MISSISSIPPI

MAE Members Press for Pay Parity

KEEP Your PROMISE!
KEEP YOUR PROMISE!
$3500 NO LESS!
Where's the BEEF?
Chris Todd, The Clarion-Ledger/Jackson Daily News
Chris Todd, The Clarion-Ledger/Jackson Daily News
Mississippi Association of Educators

Mississippi Association of Educators

Determined to make their case for salaries on par with those of colleagues in the Southeast, Mississippi teachers turn out—15,000 strong—at the state capitol in Jackson.

Neither wind, nor rain, nor freezing temperatures could keep 15,000 NEA members from marching around the Mississippi state capitol in mid-January to protest what they call "disgraceful" salaries.

With banners and signs proclaiming "Make My Day—Raise My Pay," and "My Take-Home Pay Won't Even Take Me Home," the Magnolia State educators left little doubt that patience with legislative inattention to teacher salaries is wearing thin.

The issue is simple. Mississippi teachers are paid an average of $3,700 less than other teachers in the Southeast—the lowest teaching salaries in the nation.

That's despite a similar march by over 8,000 members of the Mississippi Association of Educators (MAE) in 1982 that led to passage of the first of the recent wave of state education reform laws. Mississippi's landmark reform package, which ushered in statewide kindergarten, mandatory attendance, and more local financial support for schools, was also supposed to bring about pay parity with nearby states.

Beginning with a $1,200 across-the-board increase, teachers were to receive yearly salary hikes until their salaries reached the Southeastern average. But since that first raise, teacher salaries haven't been increased at all. In fact, they're farther behind today than they were in 1982.

"Instead of leading the movement toward reform and excellence," MAE President Alice Harden says, "the governor is leading a retreat from educational progress."

But the blame doesn't stop with the state's chief executive. While Harden is quick to praise those legislators who are supporting MAE's call for higher salaries, she sends opponents a different message.

"Look out on Election Day!" says Harden. "We'll be at the polls; some of them might not be back in the legislature."

PACIFIC

The Battle of the Books. It's neither a wag's description of a censorship fight—nor the latest video game. It's a literary competition, using a quiz show format, that encourages students to read books.

NEA/Alaska members—school librarians and classroom teachers—have adopted the Battle of the Books with gusto and a unique Alaskan twist. They conduct both planning meetings and the competition itself over Learn Alaska, a telecommunications system that uses phone lines to link the state's 53 far-flung school districts.

Association member Roz Goodman, a school librarian on Kodiak Island, introduced the Battle to Alaska in 1982. This year 24 districts are participating.

Librarians and teachers from participating districts "meet" via Learn Alaska to select the reading lists and devise questions about the books. Students start their reading early in the school year; in February the "battles" begin in earnest.

A series of round-robin tournaments produces champion teams—one each for grades 3-4, 5-6, and 7-8—in each district. The statewide round-robins are held during National Library Week, April 14-20. The prize for the three winning state teams: free books of their choice.

"It's a wonderful reading incentive program," says Goodman. "Kids who never read before start reading books. And it teaches students to read carefully and retain what they read."

WEST

As Pogo might have predicted, if the subject is school attendance and you're looking for the enemy, it will turn out to be (you guessed it)—*school itself.*

Specifically, said participants at a recent Wyoming Education Association (WEA) conference on absenteeism and truancy, the main cause of student absence from class is "the competition of cocurricular activities."

Following closely as attendance enemy #2: lack of support from the public—including parents who pull kids out of class for routine medical and dental exams.

To improve attendance, the conferees recommended alternative scheduling—for example, a school week made up of four academic days and one activity day. WEA has a bill permitting such scheduling before the state legislature.

Conference participants included social workers, police officers, legislators, and school board members as well as teachers and administrators. Single copies of their report, *Absenteeism and Truancy: Their Effects on Excellence*, are available to other Associations from WEA, Absenteeism Report, 115 E. 22nd St., Cheyenne, WY 82001.

Two years of spadework by the Oklahoma Education Association are paying off in increased membership among education support staff. Last year, ESP members nearly doubled, from 600 to 1,100. This year OEA's emphasis in many of the larger school districts is on organizing new ESP affiliates.

A statewide Education Support Personnel Committee is one of the engines behind this growth. "At least one of us will travel anywhere in the state to describe to potential members the programs and services we've developed for education support personnel," says committee chair Wilma Lambeth, an Okemah district secretary.

This year, committee members have talked salaries. Currently, the target increase for all OEA members is 16 percent a year for three years.

Another talking point has been the special training sessions offered ESP members at OEA's annual convention. Topics have included the occupationally specific—such as floor care for custodians or liability for school bus drivers—as well as general-interest subjects such as time management.

MID-ATLANTIC

Employees' views on their own evaluation systems should count. That's the message the West Virginia Education Association hammered home this winter to the state board of education. As a result, the state board has directed county school boards to solicit input from school employees before finalizing any evaluation procedures.

New statewide criteria slated to go into effect by August 1, 1986, require tenured teachers to be evaluated once a year (non-tenured teachers twice a year) by at least two observers and call for every school employee to be provided with a job description. Each county must meet these general standards but is otherwise free to devise its own evaluation policy.

As originally drafted, the statewide standards would also have required a local "improvement team" to help any teacher found deficient. Believing that this would amount to peer review (because teachers could possibly be included on such teams and have to give improvement assessments), WVEA persuaded the board to make their use optional.

INTERNATIONAL

CHILDREN OF WAR

Teenagers from Other Countries Tell U.S. Students of Pain of War, Hope for Peace

GUATEMALA

"Do you want to go back to Guatemala—or stay in this country?" a North Carolina student asked Marvyn Perez. "Here in the United States you have a much better life than we have in Gautemala," Marvyn replied. "But I'd like to live in my country again, with my people, my culture, my language. Guatemala is my country, and I want to go back. But I cannot go back now—I would be killed."

"I didn't realize things could be so terrible in other countries," said ninth grader Jason Jenks (at right) after the Children of War visited his Charlotte, N.C., middle school. "We're lucky. In our country we can protest without being afraid."

WEST BANK

"At first, did you resent the Israeli boy on the tour with you?" a student asked Maysoun Abbad after learning that one member of the tour group was Israeli. "No, I do not hate the Israeli people," said Maysoun. "The people of Israel want peace too."

SOUTH AFRICA

"The situation in South Africa is very bad," Lieneke Boesak told American students. "But this tour gives me hope. Children from all over the world have learned about each other's countries and made friends. We are children, but we can change the world. We children are the future of our countries. Maybe we will be able to bring peace."

In 1982, I was 14 years old. I was in school in Guatemala City. I and other students wrote to government officials to ask for more schools, desks, blackboards—better education."

Marvyn Perez pauses, looking for the right words. The silence is total as 70 eighth and ninth graders gathered in Piedmont Middle School's media center in Charlotte, N.C., strain to understand.

"Two days later I was kidnapped by the army. I was tortured. I heard screams of other people being tortured. The soldiers said they would kill me if I didn't tell names of other students. But I was afraid they would be kidnapped and killed if I told.

"They freed me," Marvyn continues. "But they said they would kill me if I told about the torture. Twenty students were kidnapped—five were killed. Three months later I escaped from Guatemala and came to the United States."

Marvyn is now a high school student in California. He's one of 28 young people from war-torn countries who spent 12 days in November telling American students about the violence that's shattered their lives. The Children of War Tour was organized by the Religious Task Force, an interfaith group based in New York.

Divided into teams of six or seven, each including at least one U.S. student and accompanied by an adult, the tour visited 200 schools in 36 cities.

Three of the youngsters in the group that toured the Southeast—Marvyn, 14-year-old Lieneke Boesak from South Africa, and 15-year-old Maysoun Abbad, a Palestinian from Israel's West Bank—spoke to Piedmont students during two lunch periods.

"Because they were dealing with real kids, I think many of our students understood for the first time that life is very different in other countries," reports Association member Dan Faris, an English teacher at Piedmont. "They realized how very lucky we are. You could tell from their expressions, their intentness, the questions they asked—they really wanted to understand."

Ninth grader Jesse Kahn was shocked at Lieneke's description of life under apartheid. "I never knew there were places in the world that have worse discrimination than we ever had in America," he said. "When we're taught about other countries, it's just about what years they had wars. We don't learn about the people, about cruelty in the world. Things are softened because they think we're children and can't take it. But we're the people who will be living here. We have to know what's going on."

Teachers across the country report that the tour provided their students with a new understanding of the world outside the United States. At Glenn High School in Birmingham, Ala., Association member Lora Gary's journalism class hosted the Children of War in a program for journalism students from around the city.

"Meeting these teenagers made our students sensitive to problems of war, of hunger, of survival," Gary says. "Our kids empathized with the children's problems, and since Glenn is predominantly Black, they could really relate to the situation in South Africa."

After the session, the Glenn home economics department hosted a social. "We wanted to provide a relaxed setting for the children to talk to one another as teenagers," Gary explains. "They chattered about music, movies—we simply couldn't get them apart at the end."

"Kids can get through to kids," points out Association member Anne Mohr. Three members of the tour spoke with her seventh grade geography/world history class at McChesney Junior High in Oakland, Calif. "I had my class fill out evaluation forms afterwards, and I got comments like, 'It shocked me because of how much the children had gone through. Before this, I hadn't really thought about countries that are at war.' And another student wrote, 'It made me think about war not as history, but as reality.'"

Does she think the stories of the Children of War provided too much reality—too much horror?

"Our kids see so much violence on TV," Mohr responds. "You want them to develop sensitivity to others' suffering, to understand that violence isn't pretty like on TV, that real people—and real children—get hurt. My students expressed empathy and sadness for the tour kids. They weren't depressed."

"The leaders of the world need to listen to children," Lieneke Boesak of South Africa told the Charlotte, N.C., students. "Wherever there is war or violence, children are victims. Our leaders have to listen to the terrors we have experienced in our short lives. We children can talk to each other, work with each other—we can make a better world."

The Children of War Tour was on television shows and newspaper front pages wherever it went. But for its organizers, "the most important thing was the message of hope the tour brought to U.S. students," says the Rev. Paul Mayer, director of the Religious Task Force. "So many of our teenagers are pessimistic about the future, and here were young victims of war, violence, and torture saying that there can be peace and that children can make a difference."

Charlotte ninth grader Jason Jenks is glad the kids came to his school: "I used to think nuclear war was the only problem in the world. It's a big problem—but it's not the only one. And now I want to help work for peace in our world."

—Heidi Steffens

SCHOOL YARD. . .

DARING TO BE GREAT

Title IX has sparked an explosion of participation in women's sports—and led to outstanding achievements by female athletes.

H. Darr Beiser/USA TODAY

Joan Benoit's victory in the women's marathon at last summer's Olympic Games was both a personal triumph and yet another breakthrough for women athletes, who had previously been barred from Olympic marathon competition. "She's just an incredible person," says Benoit's high school coach, NEA member Keith Weatherbie, a physics teacher at Cape Elizabeth (Maine) High.

There was a time not so long ago when just about the only women on the nation's school athletic fields were cheerleaders boosting the spirits of all-male teams.

How much better now to see students cheering on female athletes, trained by thorough and knowledgable coaches—often women as well.

How refreshing that girls and women are no longer being chastised for their size, their competitive fire, their athletic ability.

Imagine how dull last summer's Olympics would have been without gymnast Mary Lou Retton, marathoner Joan Benoit, and sprinter Evelyn Ashford testing their skills against world-class women athletes.

But the real winners in the growing women's sports movement are the hundreds of thousands of girls and women who, though they enjoy sports, aren't likely to achieve Olympic status.

Never mind. The point is that high school athletes like Joni Jane and Jan Lloyd (*shown at right*), juniors at Florida's Winter Park High, will have had the chance to try, to learn the lessons of good sportsmanship and team play, to feel the heat of competition.

They'll have had those opportunities largely because of Title IX of the Education Amendments of 1972.

By outlawing sex discrimination in education institutions, this federal statute forced schools and colleges to establish and fund women's sports programs.

In 1972, only 7 percent of all high school athletes were female; now 35 percent are. In 1972, only 16,000 women participated in intercollegiate athletics; today 150,000 do. The number of athletic scholarships available to women has jumped from zero in 1972 to more than 10,000 today.

One of the few clouds on the women's sports horizon is a year-old Supreme Court decision in the case of Grove City College in Pennsylvania. The high court ruled that only those school programs that specifically receive federal funds need comply with Title IX. Since there may be confusion over coverage of sports programs, the fear is that schools and colleges might no longer feel bound to pursue equity in this area.

Women athletes need the protection of Title IX, so that their opportunities for sporting excellence can continue to expand. Backers of the law have once again introduced legislation in the 99th Congress to offset the Supreme Court's Grove City ruling and strengthen the civil rights safeguards it jeopardized.

Nancy J. Pierce

They had millions of reasons to do so—a generation of women and girls all across the nation who want to compete, to stretch their athletic limits, to achieve where others have failed or been denied opportunity. . . to dare to be great.

—Bill Fischer

. . . TO OLYMPICS

Nancy J. Pierce

Kim Bowen, a sophomore at Rose High in Greenville, N.C., has been active in gymnastics competition for the past four years. She enjoys both the individual and team aspects of the sport. Mary Lou Retton's gold medal performances at last summer's Olympic Games in Los Angeles have sparked increased interest in gymnastics among girls of all ages. Bowen teaches gymnastics to girls from age 3 to 13.

Angelo A. Rose

In Lackawanna County, Penn., Lackawanna Trail High senior Laura Domnick (far left) holds the national high school field hockey career scoring record. Her one disappointment: her team's overtime loss in the statewide playoffs last year. Domnick's coach, Association member Janet Finn, believes meeting and competing with other athletes are valuable experiences for all team members.

Jim Graham

E. Anthony Valainis

A sophomore at Indianapolis' North Central High, Maicel Malone seems headed for track stardom. As a freshman she won three firsts in the state track meet—a feat unmatched in Indiana sports history. NEA member Steve McIntyre calls Malone "my best sprinter in 10 years of coaching."

Jim Graham

Angelo A. Rose

NEA member Dawn Shilling coaches the girls' basketball team at Washington Township High in Sewell, N.J.—one of the nation's top 25 women's teams, according to a USA Today *poll. Several of her players have won athletic scholarships. In Shilling's own high school and college days, athletic aid for women was rare.*

RESOURCES

Free or Inexpensive

YOUNG ASTRONAUT PROGRAM

"Starter Kit." An information package that explains how elementary and junior high schools and community organizations can form Young Astronaut Chapters affiliated with the nonprofit national Young Astronaut Program (a business-supported initiative designed to elevate the interest and skills of American youth in math, science, and technology). Affiliation (costing $20 a year) will bring chapters a range of services, including curriculum materials, mentoring programs, a newsletter, and sponsored trips. Starter kits are available at no cost (one per school) from the Young Astronaut Council, 1015 15th St., N.W., Suite 905, Washington, DC 20005.

GUIDANCE

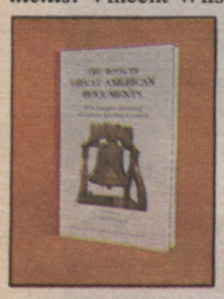
1984 Pre-College Program Directory. National Action Council for Minorities in Engineering, Inc. (NACME). Lists programs nationwide that seek to increase the number of Black, Hispanic, and Native Americans with the appropriate math and science preparation for college study in engineering and other technical programs. 183 pp. $10, plus $2 postage and handling. NACME, 3 W. 35th St., New York, NY 10001.

PERSONAL FINANCE

Common Cent$: The Complete Money Management Workbook. Judy Lawrence. Gives monthly work sheets designed to help consumers match income with outgo—and to plan ahead for special purchases. 60 pp. $5.95. At bookstores or office supply stores or by mail (add $1.50 for postage and handling) from JML Enterprises, Dept. N, P.O. Box 13167, Albuquerque, NM 87192.

HISTORY

The Book of Great American Documents. Vincent Wilson, Jr., editor.



Contains the complete text of 10 basic documents, including the Constitution, the Northwest Ordinance, and inaugural addresses of Presidents Jefferson, Lincoln, and Kennedy. 87 pp. $3.50 plus 75¢ postage and handling. Order Dept., American History Research Associates, P.O. Box 140, Brookeville, MD 20833.

COMPUTERS

The Computer and Education. Marvin N. Tolman and Ruel A. Allred. Gives valuable guidelines for using computers for instruction. 32 pp. Stock no. 1061-2-00-D. $2.50. NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (or order via the postage-paid reply envelope following page 112 in the 1984-85 *Today's Education* annual).

Computers: Time, Strings & Pizzas. Stuart and Donna Paltrowitz. Uses a humorous Q & A format to teach children in grades 4-6 the basics of BASIC. 82 pp. $3.95. At bookstores and computer stores or prepaid by mail (add 50¢ postage) from Banbury Books, Inc., 353 W. Lancaster Ave., Wayne, PA 19087.

FRENCH

French Word Mazes. A series of vocabulary games derived from a first-year French text. Includes the following titles: *Animaux, Le Corps, Couleurs, Il s'appelle, Jours et Mois, Le Menu, Petits Mots, Sports, Verbes, Vetements,* and *Villes Francaises*. $1.50 each prepaid to "PLS Publications," Price Laboratory School, University of Northern Iowa, Cedar Falls, IA 50613.

SCIENCE

The Story of Drinking Water. Explains where drinking water comes from, how it's purified, and how it's used. Teacher guide includes lesson plans (not limited to science) and reproducible student activity pages. 30 student booklets plus teacher guide, $10.15 prepaid. Specify level—*primary* (grades 1-3), *intermediate* (grades 4-6), or *advanced* (junior high or gifted elementary). American Water Works Assn., Dept. SP, 6666 W. Quincy Ave., Denver, CO 80235.

The "Free or Inexpensive" feature is included in* NEA Today *as a service to readers. Items listed are selected by the editors at their discretion from review copies submitted by publishers. Since this column is editorial matter rather than advertising, there is no charge for listings.

CUSTOMER INFORMATION FROM GENERAL MOTORS

HOW TO TALK TO TEENAGERS ABOUT DRINKING AND DRIVING.

KEEPING OUT OF HARM'S WAY.

Teenagers can get into a lot of trouble with alcohol. Even teenagers who don't drink. Often they aren't aware of the facts.

A new view of the statistics shows where part of the problem lies, and can lead to a better communication between adults and teenagers.

Teenagers are in the high-risk group. People between the ages of 16 and 24 represent only 20 percent of the licensed drivers of our country. But that same group is involved in 42 percent of all the alcohol-related fatal crashes. When you think about that, two tragic things are revealed:

First, not all teenagers killed in such accidents are themselves drunk at the time. Often they have had nothing to drink at all, but are passengers in cars driven by teenagers who have been drinking.

Second, teenagers are often on the roads late at night, especially on weekends, when most crashes involving alcohol occur. They are targets for cars driven by people who have had too much to drink.

Some facts about alcohol you might want to discuss with teenagers are often surprising to adults:

• One can of beer, as well as one eight-ounce glass of wine, and one 1½-ounce drink of 86-proof liquor are all equally intoxicating. The risk is the same regardless of what you've been drinking.

• The legal definition of intoxication is based on "Blood Alcohol Concentration" or "BAC." If you have a BAC of .10, you are legally drunk in most states. But for drivers or drinkers who are less experienced, a BAC of .05, or sometimes lower, can be dangerous.

• Even relatively low levels of alcohol can reduce your tolerance to injury, increasing the danger in an accident.

Arm your teenagers with the facts and give them time to reflect on them.

If expected to show good judgment, teenagers are more likely to live up to it.

Please discuss the problem of drinking and driving with your teenagers now, and if you think this advertisement will help, ask them to read it.

And keep in mind, that the best way to teach young people—as they may tell you—is by example.

The people of General Motors care, and urge teenagers, and their parents, to give serious thought to the dangers of drinking and driving. It's something we all can do.

This advertisement is part of our continuing effort to give customers useful information about their cars and trucks and the company that builds them.

GM
MARK OF EXCELLENCE

Chevrolet • Pontiac
Oldsmobile • Buick
Cadillac • GMC Truck

NEA LIFE INSURANCE

INCREASED COVERAGE TO $200,000

CONVENIENT AUTOMATIC CONTRIBUTION OPTION

FAMILY PROTECTION

FOR MEMBERS ONLY!

Information about the New Independent Educators (NIE) Life Insurance Plan is available to members only. It is not available to the general public! NIE offers decreasing term coverage of up to $200,000,* an automatic monthly contribution option and optional spouse and dependent child(ren)'s coverage—all at attractive group rates. Send for details today.

*Amounts vary by age and schedule selected.

NEA Life Insurance
Response Center
51 Monroe Street, Suite 200
Rockville, Maryland 20850

I am an NEA member. Please send me more information about the NIE Life Insurance Plan.

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: ( ) _____

T-3-85

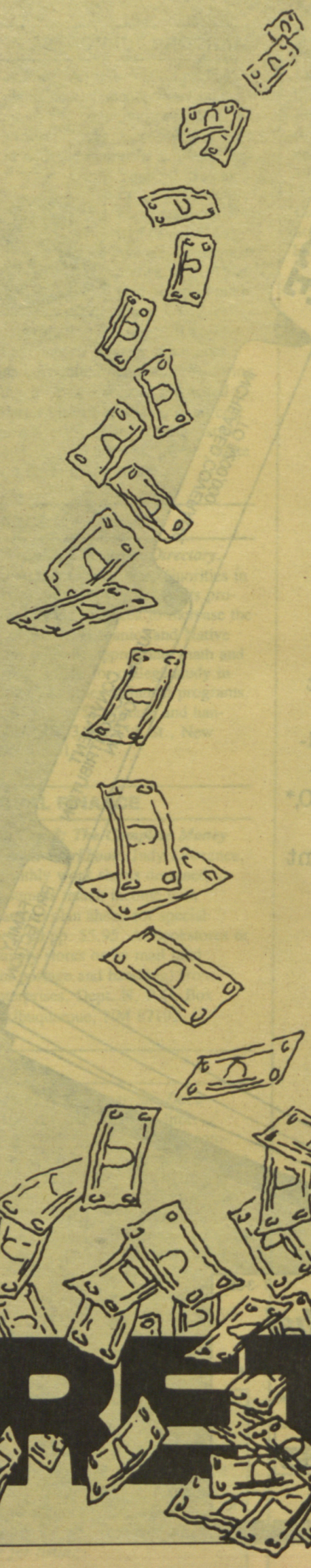
Underwritten by:
Prudential

The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

SPECIAL SERVICES
UNIFIED
NEA...Working for you

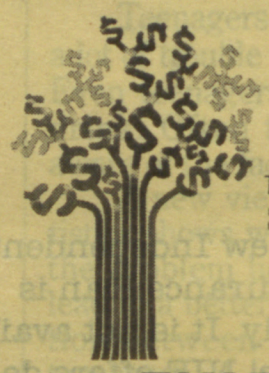
10

HAVE THE CASH TO COVER IT



Everyone retires sooner or later. The problem is that many people aren't financially prepared when the time comes. Now you *can* be with your Association's tax-deferred annuity program.

The United Teaching Profession Tax-Deferred Annuity (UTP TDA) Program was developed by the Horace Mann Life Insurance Company and your Association to help you accumulate as much cash as possible for your retirement. Taxes on the entire amount you invest, and on all the interest it earns, are deferred until the money is withdrawn. Ideally, this is at retirement when income is usually less and generally subject to lower tax rates.



UNIFIED SPECIAL SERVICES
NEA...Working for you

Insuring America's Teachers Horace Mann
Underwritten by Horace Mann Life Insurance Company

Not presently available in Connecticut, Hawaii, New Jersey and New York.

THE UTP TAX-DEFERRED ANNUITY PROGRAM

We've added new features that give you higher interest and more flexibility than ever before. And we've actually eliminated some previous restrictions so you can have more control over the money you set aside for retirement.

We take your retirement seriously. You should too. But since we can't possibly go into all the details of the UTP TDA Program here, send in the coupon and get the facts about how the UTP Tax-Deferred Annuity can help you retire with the money to make your dreams come true. Remember: without money, retirement dreams are just that. Dreams.

NEA Special Services T-3-85
Response Center
51 Monroe Street, Suite 200
Rockville, Maryland 20850

- ☐ Please send me detailed information about the UTP TDA
- ☐ Please send my Association's free consumer guide on tax-deferred annuities
- ☐ Please have a Horace Mann representative contact me

Name: _____

Address: _____

City: _____

State: _____ Zip: _____

Telephone: ( ) _____ 23

RETIREMENT

Protect your belongings... at home, at school, anywhere in the world.

For those who need more than just coverage at home.
Your Association recognizes that you have special needs. That's why we've designed a homeowners policy especially for unified members like you. Underwritten by the Horace Mann Insurance Company, it goes beyond your home to extend your personal property coverage into the classroom and around the world. In fact, your Association's Homeowners Plan offers several special features including:

Coverage at school.
Covers personal property used away from the insured premises for educational purposes—including musical instruments and coaching-related equipment. $500 of this special protection is available at no additional cost—with only a $25 deductible!

Coverage around the world.
Protects your personal property anywhere you go—for up to $2500 or 10% of your content's coverage (whichever is greater).

Merit reducing deductible.
If you have no claims after a specified number of years (depending on your policy deductible),you'll be rewarded with a reduced or zero deductible until such time as a loss is paid.

Survivor's waiver of premium.
If you or your spouse should accidentally die, the first renewal premium will be waived as long as the surviving spouse or dependent child(ren) is a resident of the insured premises on the next renewal date.

Mortgage disaster endorsement.
With this optional coverage, you will be reimbursed for up to $500 on your first mortgage payment if your residence becomes uninhabitable for more than 30 days. A maximum of six payments will be made. Destruction must be a result of a peril covered within the basic policy and you must plan to reoccupy the premises.

Theft from unlocked automobile.
This protection provides for loss of personal property from an automobile without requiring evidence of forcible entry.

All homeowners policies are not alike.
You need a policy that meets special needs . . . like yours. If your current homeowners policy can't do that, take a look at one that can—your Association-sponsored homeowners plan. For more information, fill out the coupon today.

These features are not available in all states and deductibles may vary.

T-3-85

NEA Special Services
Response Center
51 Monroe Street, Suite 200
Rockville, Maryland 20850

Please send me information on:

- ☐ Homeowners Insurance
- ☐ Renters Insurance
- ☐ Condominium Insurance
- ☐ Consumer guide on Homeowners Insurance
- ☐ Mobile Home Insurance
- ☐ A free Homeowners Evaluator
- ☐ A free Renters Evaluator
- ☐ Have a Horace Mann Representative contact me

Name: _____

Phone: _____

Address: _____

City: _____ State: _____ Zip: _____

School District: _____ Phone: _____

My current homeowners policy expires: _____

21

UNIFIED SPECIAL SERVICES
NEA...Working for you

Insuring America's Teachers Horace Mann
Underwritten by Horace Mann Insurance Company Teachers Insurance Company

NEA MemberCare Can Take a Bite Out of Your Health Care Costs

Today, complete medical insurance is more important than ever!

Something for Everyone

The **NEA MemberCare** Portfolio offers a package of health insurance plans to supplement the basic health protection you probably receive through work or Medicare. You may not need *all* of these insurance plans, but—with the rapidly rising costs of hospitalization, chances are you will find one or more of them an affordable way to supplement your current health coverage.

Acceptance Guaranteed at Attractive Group Rates

As an NEA member, you are eligible for all of these plans regardless of your health! (There are some age and pre-existing conditions limitations.) You can also insure your spouse and dependent children at attractive group rates, too!

Four Different MemberCare Plans to Meet Your Individual Needs

- **In-Hospital Plan (Option I)**—Since 1970, this popular plan has provided participating members with extra income while hospitalized—up to $120 per day. Benefits are paid for pregnancy and are doubled for intensive care or cancer-related illness.
- **In-Hospital Plan (Option II)**—A more economical version of the In-Hospital Option I Plan offering most of the same benefits. A plan tailored for member groups not needing coverage for pregnancy or double benefits for intensive care and cancer-related illness.
- **Medicare Supplement Plan**—This plan protects you from the costs not covered by Medicare. Members currently participating in the NEA Limited Medicare Supplement Benefit are eligible to elect this expanded coverage.
- **Supplemental Major Medical Plan**—This plan helps you supplement basic health plans which require you to pay up to 20% of your covered health expenses.
- **Excess Major Medical Plan**—This plan is a wise way to protect against the often devastating costs of a major illness or injury.

Learn More About These Plans*

For more information about how these plans can help you and your family take a bite out of health care costs, return the coupon.

The **NEA MemberCare** In-Hospital Plans, Medicare Supplement Plan and Supplemental Major Medical Plan are underwritten by the Life Insurance Company of North America, from the CIGNA group of companies. The **NEA MemberCare** Excess Major Medical Plan is underwritten by The Mutual Life Insurance Company of New York. **NEA MemberCare** is administered by Smith-Sternau Organization, Inc.

*These plans are currently not available in some states.

UNIFIED SPECIAL SERVICES
NEA...Working for you

6484
T-3-85

Yes, send me more information about the **NEA MemberCare** Portfolio of supplemental health insurance plans!

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: ( ) _____

NEA Special Services
Response Center
51 Monroe St., Suite 200
Rockville, MD 20850

16

6484 6/84

Meet:

Jane Abbott

Gordon Chibroski

Biology & Other Flights of Fancy

The spider plants are propagating wildly on the window ledges. Sea urchins and other forms of life plucked from the Atlantic coastal waters thrive in the refrigerated aquarium. A starfish dangles from a ceiling mobile. Even the institutional cinder block walls are painted with bison, lobsters, tigers, and paramecia.

A sense of exuberant disarray permeates Jane Abbott's biology lab at Waterville (Maine) High, a well respected school of 900 students. The recipient of a 1984 Presidential Award for Excellence in Science Teaching and numerous other honors during her quarter century in the classroom, Association member Abbott was called a "tiger" recently by science fiction guru Isaac Asimov for her persistence in urging him to lecture to her students.

NEA Communications Staff Writer Vicky Lytle spent a day in Abbott's classroom recently and spoke with her about frogs, textbooks, and other tools of the biologist's trade.

Many adults' memories of high school biology are of the formaldehyde smells and the "icky" task of dissecting frogs. How has biology changed in the last 10 to 20 years?
I'm sure a college prof would tell you that what they used to teach at the college level is now being taught in the high school. We do much more in the way of interesting experiments, generally using live specimens as much as possible. I used to keep 50 quail in the classroom, and they'd each lay an egg every day. I bring back marine life from the coast, 80 miles east of here. So we have lots of subjects for interesting labs.

Many of today's news stories have biological implications—from acid rain to toxic chemicals and artificial hearts. Do you find ways to take advantage of this in the classroom?
I've started posting current news articles of a scientific nature on the wall. I feel strongly that when my students become adults, they may not remember biology—the specifics of mitosis that we were going over today—but they will remember discussions of technologies and their impact on the environment.

The National Commission on Excellence in Education recommended that high school students be required to take more science. Do you agree?
I think that generally the children not headed for college don't get enough science. There's plenty of opportunity to give them courses they'll like: practical biology, chemistry, and physics; controversial topics such as genetic manipulation or toxic wastes; technology and its impact on man; or the scientific method from the viewpoint of how one makes wise decisions. All students will have the vote some day. And the more they know about making science decisions, the better off we'll be.

You serve on a National Science Teachers Association committee that evaluates textbooks, and you're involved in textbook selection as your school's science department chair. What have you found?
Inaccuracies. Absolute inaccuracies—even in some of the textbooks that I like best and use for my students. Beyond that, some of the most widely used books are deadly dull—nothing more than a listing of facts, without even the interest of an encyclopedia.

Have you found any publishers who are doing anything remotely exciting?
I like the BSCS—Biological Sciences Curriculum Study. We've taught all three versions over a period of 15 years. These books have a philosophical approach and worthwhile overall goals. When I first saw them I thought they were too advanced for the high school level, but that just goes to show you how much science education has improved.

Currently I'm teaching *Biology—Living Systems* by Oram, Hummer, and Smoot and find I'm more excited about it than I've been about any book I've ever used.

What makes a good biology textbook?
It has to cover the gamut of core biology, and it must incorporate good labs. The major goal should be to help kids learn to think. Too many books just require students to regurgitate the facts. There should be suggested essay questions where they have to tie together what they've learned.

Are computers becoming a fact of life in science classrooms?
Some science teachers refuse to get involved with computers. I think it's a crime to let students graduate from high school without exposure to computers. Many math departments are doing an excellent job of providing computer literacy. Science departments are just getting into it. We bought our first computer last year. For students who want to go on in science, yes, you really need to be familiar with computers.

Have you encountered any controversy over teaching evolution vs. creationism?
I think it's too bad that people mix up religion and science. My professional associations have reflected my view that we don't teach religion, we teach science. Creationism is not science, so I don't teach it.

Last year for the first time I had a student who said she didn't want to study evolution and asked if she could do something else when we studied it. I said "no" because we study it all year long. I added that if she would feel better about it she could write at the bottom of every paper "I don't believe this, I've just learned this as a scientific doctrine." And so she never pursued it again.

To answer your question, no, it's not a big issue around here.

You've done some lecturing at universities and you have the credentials to teach there. Have you ever thought of moving into higher education?
Yes, but I have it so nice here. We have a wonderful caliber of students at Waterville High. Besides that, at the college level you have to be a specialist. At the high school level you're a generalist, which I think is more fun.

Are boys still more likely than girls to be encouraged to go into scientific careers?
If you'd asked me two years ago, I'd have said "No, I don't find any difference." But as a result of being in a Purdue University reseach project, I'd say most women in science do feel discriminated against. They're not encouraged to go into this field. But I think that's changing.

Did you receive any encouragement yourself?
In my day, no woman went into science unless she was crazy. I was crazy enough to try, but my father wouldn't let me since I didn't decide to change my major to science until my junior year, and this would have necessitated two extra years of college.

So how did you finally get into science?
I didn't until I was married and my daughter was in the sixth grade. I was lucky, because I'd been editor of the college humor magazine at Colby College here in Waterville, and the magazine's adviser was dean of the college. He got me into the National Science Foundation science education summer institute at Colby without my having taught a day or having had any science. And that was the best thing that ever happened to me. I've loved every minute of it.

I understand you stay active outside the classroom as well.
I'm an avid scuba diver, and despite the rugged Maine winters, I go diving year round. I've been out there in the ocean when the temperature is 20 below zero. For someone like me who enjoys marine life, the chance to bring back scallops and quahogs is a joy.

It was from my involvement in scuba diving that I met other people with an interest in hot air ballooning, and I've pursued that too.

So now you're a balloonist as well as a biologist?
I went to Augusta to learn and obtained both my private and commecial balloon licenses, which involves taking both written and performance tests, and then I bought my own balloon. On my performance test I flew all the way to Owl's Head, which is right along the ocean. It was an unbelievable flight! We soared high, and we'd spit over the side of the balloon to find out the wind direction. At Owl's Head there was a balloon and air festival, which we landed right in the middle of. The planes came up to greet us.

It's delightful. In the fall you can see the beautiful foliage and maybe a deer or two.

I hear you also have a pilot's license. When did you begin flying planes?
I got my pilot's license in college. I'd met Amelia Earhart some years before, which may have sparked my interest in aviation. I also got licensed to fly a glider. Any sport that takes you soaring into the clouds is my kind of fun.

I'm now filling out the application forms for the NASA "Teacher in Space" project.

People

Two Association members in North Platte, Nebr., have found an avocation that "rejuvenates" them and brings them back to their classrooms refreshed: rodeo clowning.

Alan "Butch" Lehmkuhler's and **Rich Reinert's** idea of relief from the pressures of teaching is to drive 18 hours to, say, Regina, Saskatchewan—there to see if their reflexes are still good enough to let them go into the rodeo arena and untie a "hung-up" cowboy. That's a rider who's been bucked off in such a way that he can't free his hand from the bull's rope. They also help out cowboys in trouble by going to the bull's head to distract him.

Why do they always *drive* to rodeos? Because Lehmkuhler is a "barrel man" (*see photo*), and what airline wants to carry a 170-pound barrel in the luggage compartment?

When they're not doing rescue work, rodeo clowns entertain the crowd. Lehmkuhler and Reinert have a trampoline act (they met as members of the gymnastics club at Chadron State College); and Lehmkuhler is one of maybe two clowns in the business who ride a bull backwards.

The pair appear at about 20 rodeos in the summer and at the occasional winter one that meshes with school schedules. Lehmkuhler teaches woodworking at North Platte High; Reinert teaches phys ed at Jefferson Elementary. They're both insured by Lloyd's of London.

Gordon Chibroski

Nancie Atwell of Boothbay Harbor, Maine, has gained national recognition for institutionalizing a radical notion: students learn to read and write well by choosing what they'll read and write—and then doing both, constantly.

Her effort to make her classroom a "literate environment" started with writing. The simple wisdom that undergirds Atwell's five-year-old writing project at Boothbay Regional Elementary School was not lost on *Esquire* magazine, which recently ran a six-page tribute declaring this Association member one of 44 people in education and social service who are "changing America."

The heart of Atwell's reading program, started two years ago, is the expectation that students will read, backed up by her making time for their independent reading. Last year, 75 eighth graders read an average of 35 books each. They and Atwell corresponded about their reading for a grand total of 3,000 pages of letters about books, authors, reading, and writing.

"It's important that children aren't reading or writing in a vacuum," she says. "They need to be surrounded by other people doing those things—and they need chances to get response *while* they're doing both. I'll nudge them along as they select literature by saying, 'Why don't you try this author?' and I'll nudge them as they write, asking 'What will you do next with this piece?"'

Her process/conference approach is the subject of a text Atwell is writing for teachers during her current year's leave of absence. She looks forward to getting back to her classroom next September.

Cycling. Backpacking. Canoeing. Interesting ways to see the country. And that's just what Missouri-NEA activist **Jim Gnuse** does on summer breaks from his teacher assistant's job in St. Louis County's special school district for the handicapped.

For each of the past four summers, Gnuse—with a cycling group—has toured a different state: Wisconsin, Missouri, Ohio, and Maryland. This summer he'll be pedaling his way around Illinois.

Gnuse also enjoys backpacking in the mountains of Colorado and canoeing in his home state. "Missouri has the best canoeing streams in the country," he boasts.

Along with his travels, Gnuse finds time to attend Missouri-NEA's summer leadership confab and to catch up on his reading—especially history and Mark Twain.

During the school year, Gnuse works with youngsters who are learning disabled or behaviorally disordered.

Ruth Fernee

Betty Wells enjoys working with a variety of people—students on weekdays, and photographers, hunters, and gymnasts on evenings and weekends. Wells, a guidance counselor at Henley Middle School in Albemarle County, Va., moonlights as a fashion model in television commercials and newspaper ads for a Charlottesville clothing store that features women's larger sizes.

"The modeling work has helped me develop rapport with my students," she says. "They'll come to my office for an appointment and say, 'Hey, I saw you on TV.'"

When Wells isn't advising students or modeling, she's judging competitions for the U.S. Gymnastics Federation and the Virginia High School League—or exercising polo ponies at a local hunt club. In return for exercising the animals after school and on weekends, Wells gets to ride free all winter.

"The exchange of service for riding is a good deal for me," says Wells. "I love horses but could never afford to ride on my counselor's salary. My moonlighting jobs are interesting and provide 'extras' I wouldn't otherwise have."

Cliff McBride

Jeannette Simpson's classroom isn't fancy, but it's the perfect setting for helping her emotionally disturbed students acquire skills for life—skills for the workplace and the home.

Association member Simpson teaches at the Richard L. Sanders School—a special K-12 school for 160 severely emotionally disturbed students in Pinellas County, Fla.

Students learn to operate a sewing machine by practicing on recycled paper, following the lines of a drawn shape. Within three days, they're making a simple sewn piece.

Students operate a makeshift home economics store using donated materials.

Hands-on experience, trial and error, and caring. That's the secret of Simpson's teaching style—a style that saw her honored as the nation's outstanding home economics teacher in 1984.

"She seems to put herself in the child's place most of the time," says one parent, "and she has the unique ability to reach the child's emotions immediately."

She's brought together parents who had never talked with other parents about their disabled children. She's helped turn the school's advisory committee, which had little parental involvement, into a group that's now totally run by parents.

"Most days it's two steps forward and three steps back with these kids," explains Simpson, "but when they're clicking, they work hard and give 100 percent. It's so satisfying to see them understand one concept, to accomplish one task. It's really a great privilege to teach them."

Joe Di Dio

As community liaison at North Central High in Spokane, Wash., **Marium Renshaw** identifies kids with problems and gets help for them. One program she developed—bringing in counselors for group sessions with potential dropouts—proved so successful it's been expanded to all Spokane high schools.

Renshaw is equally sensitive to the needs of school employees. She organized Spokane's classified employees into a local Association, served as its president for three years, and led the 1984 move to merge with the Spokane Education Association. Last summer Renshaw was elected to the NEA Board of Directors.

"The merger in Spokane opened the doors for everyone to have more empathy with each other's problems," she says. "It's put us in a better position to improve our working conditions—and our schools."

Fred Mirlani

University of Massachusetts sociology professor **Philip Hart** is revising media accounts of the "golden age of aviation" to take into account the contributions of early Black aviators.

With his wife, Boston TV producer/host Tanya Hart, as coproducer and narrator, Professor Hart is putting together a 60-minute documentary for public television, using interviews and rare film footage to chronicle the pioneering exploits of four Black aviators.

The film, "In Search of a Dream," which he hopes to distribute to schools next year, focuses on the creation of the nation's first Black flying club in Los Angeles during the 1920s. Hart's great-uncle J. Herman Banning (*left*), a member of the club, was nicknamed "the Black Lindbergh" after becoming the first Black to get a pilot's license and the first to fly across the continent, in 1932.

"Early Black aviators displayed the American ideal of self-reliance and rugged individualism," Association member Hart points out. "I want to see them recognized as the heroes they really were."

His work has received funding from the California Council for the Humanities and from UCLA, where Hart is a visiting professor.

RESOURCES

Idea Exchange

Role Models for Positive Thinking

It's easy for students to get confused about success. Does it mean getting rich, or being recognized in public—or is there more to it than that?

John Muciaccia has a way of helping his 11th and 12th grade English classes at Palisades Park (N.J.) Junior-Senior High sort it all out.

John Muciaccia

Five years ago, Muciaccia met then New York Giants football player Jeff Weston and invited him to visit his class. Weston's ideas and the students' enthusiasm inspired Muciaccia to start what he now calls the Famous People Program.

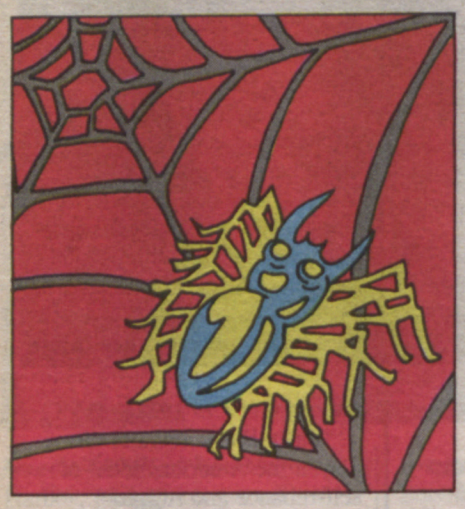
Signs at the front of his classroom proclaim the program's mottoes, "Hard Work Equals Success" and "Nothing Beats Determination. " People who exemplify the mottoes—nine-tenths of them chosen by the students—visit Muciaccia's classes and talk about the effort that brought them prominence in fields from sports and entertainment to politics, business, journalism, and medicine.

Muciaccia invites other teachers to bring their students to his classroom when a guest is scheduled—a coach when an athlete is coming, for example, or a history teacher when the speaker will be a member of Congress. In two class periods, 100 to 150 students have the chance to hear the visitors and ask them questions.

The 41 guests so far have included a mayor, a state trooper, several disc jockeys, and a TV meteorologist.

The Famous People Program is a cooperative effort. Besides choosing guests, students make a special welcome banner for each one and record each visit in photographs. The guests contribute their time and expenses.

"The students learn that famous people are real people like themselves," Muciaccia says. "The next idea follows naturally: if they can succeed in their field, why can't I in mine?"



Teacher 'Errors' Keep Students Alert

Alva H. Duke, Sr., of Franklin, N.C., knows how to keep his seventh graders on their toes—especially when they're a little too quiet.

When he suspects that one of his math, biology, or reading classes at the Macon Middle School is not paying attention, he throws a mistake or two into his lecture to wake the kids up.

In biology, for example, he may say, "The spider uses a web and all 27 legs to entrap the fly." In reading, he may quote the opening of the Gettysburg Address as "Forty score and seven years ago."

If nobody challenges the error, Duke says, maybe the class isn't sufficiently motivated—they may not see any immediate application for the lesson. But if students offer debate or rebuttal, "they're not the only winners," he adds. He has the satisfaction of seeing that effective learning is taking place.

They All Win Letters

Basic alphabet study can be tedious, but success brings a reward for mentally and physically handicapped students at the Riverview School in Manitowoc, Wisconsin.

Instructional aide Barbara Dauplaise Bouffard uses dough art letters to teach the basic sounds of the alphabet.

When students learn the sounds as best they can, they get to wear the letter home on a ribbon. It's not uncommon to see the children wearing their latest sound for several weeks.

If you're using a classroom activity that you think other NEA members might like to know about, send a description to Idea Exchange, *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

How To Cut Your Grading Time From Hours To Minutes.

It took 20 years to develop, but finally there's a tool to perform your tedious and tiresome grading computations for you. It's the GRADEMATIC 100™ teacher's calculator, and it is, quite simply, the time-saving answer to grading for today's busy teacher.

Invented by Michigan educator John Brittan, the GRADEMATIC 100™ reduces to minutes the grading computations which take hours by hand or with a conventional calculator.

And less time spent grading means more time to prepare your classes, work with your students—and spend doing the things you like to do!

What's more, the GRADEMATIC 100™ gives accurate, reliable figures to show your students and their parents. No more approximating or estimating.

Letter And Numeric Grade Averaging—And More!

Here's what the GRADEMATIC 100™ will do for you:

- Average strings of letter grades (even allowing for differently weighted grades; 10-point homework, 25-point quiz, 50-point final) into final end-of-term letter grades. For example, enter and average 5 grades—A−, B+, C+, A and B− = B+ —in just 6 keystrokes.
- Average strings of numerical scores into final end-of-term letter grades just as easily.
- Convert scores for a single test or assignment (or a semester's worth of tests and assignments) into a complete, accurate letter grade scale.
- Time tests with its Timer-Alarm, which can be used concurrently with the calculator's other modes.

That's not all, the GRADEMATIC 100™ computes up to 99 letter or numeric grades per student, gives overall class average, and is a compact, stylish calculator with percent, memory and battery-saving automatic shut-off.

Simple to Use

But most of all, the GRADEMATIC is easy to use. The complex grading formulas— which now take you so long by hand— are put in for you. No complex keystrokes to enter. No formulas to remember.

And the keyboard and large display are clearly marked. Letter and number keys are completely separate; no dual function keys which operate as letters in one mode, numbers in another.

And with its modern slimline styling—just 3/8 of an inch thick, the width of a pencil—the GRADEMATIC 100™ fits easily into pocket or purse.

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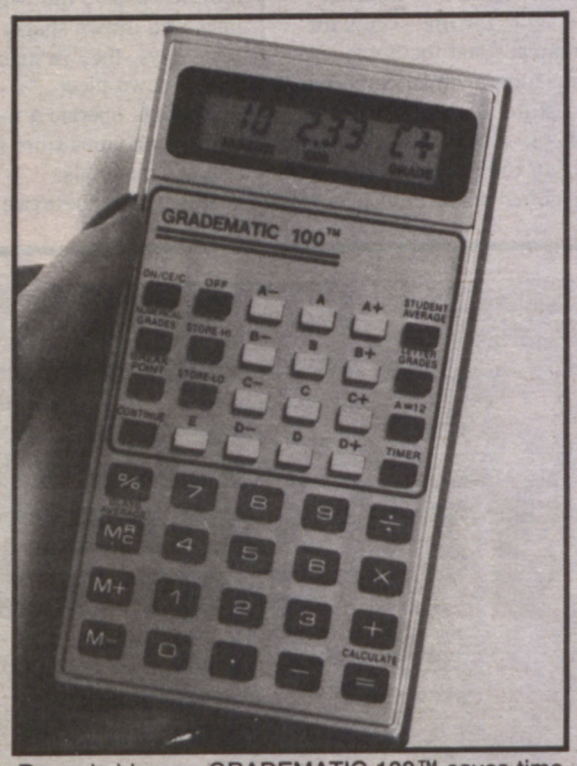

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YOU AND THE LAW

Title IX Is *Not* Dead

Last February 28, the U.S. Supreme Court ruled, 6-3, in the controversial case of *Grove City College v. Bell* that just because a school district or college receives federal money, it need not necessarily obey Title IX of the Education Amendments of 1972—the landmark law that forbids sex discrimination in education programs receiving federal funds. The justices held that only those specific areas that receive earmarked federal funds are subject to Title IX.

As if it weren't enough to narrow the reach of the primary law against sex discrimination in education, the *Grove City* decision also appeared to jeopardize other major civil rights laws whose language on coverage is similar to Title IX's. (These laws—Title VI of the 1964 Civil Rights Act, Section 504 of the Rehabilitation Act, and the Age Discrimination Act—prohibit discrimination on the basis of race, handicap, and age, respectively, in programs receiving federal funds.)

Right after Grove City, the Reagan Administration began applying the Court's new narrower interpretation to the enforcement of these other statutes as well.

By early last summer, there was hope that Congress might negate the Supreme Court's decision. In June the U.S. House of Representatives, by an overwhelming vote of 375 to 32, passed the Civil Rights Act of 1984, legislation designed to reverse the *Grove City* ruling.

By mid-fall, however, gloom returned. The Senate, capitulating to far-right delaying tactics and Reagan Administration lobbying, tabled the bill.

So the *Grove City* decision continues to stand. What does it mean for NEA members and their students?

The decision actually raised more questions than it answered. The ruling stressed that federal funds do not automatically trigger institutionwide coverage. But it did not set the precise limits of coverage in particular situations. That task was left to the U.S. Department of Education's Office for Civil Rights (OCR), which did not complete it until last July.

Meanwhile, as early as March the Department's nine regional offices began notifying many individuals who had filed Title IX complaints that their cases were being closed on the basis of the Supreme Court's decision. Since there were at that point no post-*Grove City* enforcement guidelines, cases were closed without assessing whether the requisite federal funding was present to trigger coverage.

The guidelines that OCR finally released last July are brief and vague, but at least they make it clear that Title IX and the other key federal civil rights laws *do* indeed continue to provide significant protection. In fact, according to the guidelines, these statutes can continue to cover school districts in their entireties—as opposed to covering only designated programs within districts.

What triggers general coverage under Title IX, say the guidelines, is federal money in the form of block grants. Since education block grant (Chapter 2) money is not compartmentalized or earmarked for specific programs, once a school district receives any, all aspects of the district's educational program must comply with Title IX and the other civil rights statutes.

Categorical grants, in contrast, trigger coverage only of the program area the grant addresses. For instance, when a district receives any federal vocational education money, its entire vocational program, including the non-federally-funded aspects, is covered. This theory also holds for Chapter 1 (formerly Title I) programs and the funds for the Education of All Handicapped Children.

Jeff Richards

NEA member Frank Roth, a physical education teacher in Addison, N.Y. (shown here with his daughter, JoAnne), is still awaiting final word on a Title IX complaint he filed against his school district over an after-school basketball course that was open only to male students.

As to the complainants whose cases were closed in the wake of *Grove City*, thanks to pressure on the Department of Education from NEA and other organizations, they were notified that their complaints would remain open for review by the Department in light of the July guidelines.

Civil rights advocates are gratified to see some progress again in resolving these kinds of complaints, but they are dismayed by the new delays, questions, and obstacles posed by the *Grove City* decision, and by Congress' failure so far to reverse it. Ironically, Senate opponents helped table the Civil Rights Act of 1984 by claiming it would create unnecessary bureaucracy. In reality, it is the bill's failure that has left complainants in a morass of red tape, as they try to track funding from Washington to the exact program in which a rights violation is alleged.

In higher education particularly, complainants pursuing remedies for discrimination may get mired in bureaucracy. Even in K-12 districts, those officials who never wished to comply with civil rights statutes are raising the funding issue as a new form of obstruction and delay.

NEA and other civil rights advocates are still committed to pressing for passage of a law that spells out Congress' intent to end federal aid to institutions that tolerate discrimination. As we go to press, a new Civil Rights Restoration Act of 1985 is pending before the Senate and House of Representatives.

—Barbara Stein

RESEARCH CLUES

Voc Ed Research Yields Some Surprises

by Joe Schneider

Without fail, as soon as high school students begin fitting the classic dropout profile, they find themselves enrolled in vocational education courses. Won't do them any harm, figures the guidance counselor. They might just develop a job skill, reasons the vice-principal. At least they're still in school, say their parents.

Typically, these kids will find themselves a part-time job. Two-thirds of all high school students do. But vocational education students are even more likely to work.

Just how effective is vocational education at keeping kids in high school? If they drop out anyway, does their exposure to vocational education prepare them any for the world of toil? And what about those who work part-time while in school? Is the experience helpful or harmful?

Research being done at the National Center for Research in Vocational Education (NCRVE) provides some answers.

For one thing, the guidance counselor's instincts are correct. Research shows that—everything else being equal—the more vocational education that students have, the less likely they are to drop out of school.

But that's not to say vocational education is the single solution to the dropout problem. Actually, other factors play a much larger role in determining a student's probability of becoming a dropout. Ethnicity, for example. Also, the lower a student's grades, the more likely he or she will drop out. Dropout-prone students tend to have low aspirations and miserable self-esteem.

Consequently, the vocational education researchers don't simply recommend more vocational education. Rather, they suggest that schools implement remedial instruction programs that help boost the student's confidence and self-esteem. Any program that changes the student's experience with school might help. Many dropouts, say the researchers, bolt from school because they simply don't like it, or find it boring.

Retention rates improve, according to the researchers, when schools make an effort to increase the understanding between pupils and teachers. A rapport between the two apparently helps the potential dropout develop a tolerance for the school environment.

Readers who want to keep abreast of research developments in vocational education are invited to subscribe to *Vocational Educator*, a free newsletter issued by the National Center for Research in Vocational Education. Write to the Program Information Office, NCRVE, 1960 Kenny Road, Ohio State University, Columbus, OH 43210.

Unfortunately, a little vocational education doesn't go a long way. Students who attempt to cushion themselves for entry into the cruel world of work with one or two vocational education courses before dropping out are in for a crash landing.

Fact is, today's workers need a diploma. Without it, vocational education courses don't appear to provide the dropout with any advantages over his buddies who also left high school with an incomplete transcript in hand. Earnings are no higher, job satisfaction no greater, and the likelihood of unemployment just as bad.

But assuming the potential dropout stays in school and enrolls in vocational education courses, what's the effect of holding down a part-time job? On the one hand, quite positive.

For example, students who worked while in high school report less unemployment in the first year or two after graduating. In fact, those who worked the longest while in high school have the briefest unemployment time later.

But students who work while in high school generate some negative statistics, too. The researchers found, for example, that school problems and delinquent behavior occur more often among working students than among those who don't work. (This deviant behavior doesn't appear to be linked to enrollment in vocational education programs; the phenomenon occurs among all working students.)

The statistics bother the Ohio State researchers, because they can't explain them. "It may be that working and delinquent behavior are associated phenomena that spring from other factors characteristic of working students," the researchers suggest. Perhaps the hours. Maybe the exposure to adults. Or maybe it has to do with the fact that working students have money in their pockets.

While awaiting further research, teachers and counselors who come face-to-face with a potential dropout might well recommend a vocational education program. In addition, they should establish rapport with the student. And above all else, they should do what they can to keep the kid in school by building his or her self-confidence and aspirations.

But then teachers shouldn't blanch if an occasional student slips into a leather jacket and roars off to an after-school job on a chopped Harley. After all, kids who stay in school, enroll in vocational education courses, and still manage to hold down part-time jobs are probably going to turn out just fine. The statistics are on their side.

Joe Schneider is executive director of the Council for Educational Development and Research, Washington, D.C. Any opinions expressed here are strictly his own.

BOOK BEAT

Little Men, Little Women...

Vivian Paley is a teacher in the University of Chicago Laboratory Schools. *Boys and Girls* is her journal of one typical kindergarten year.

Recounting child-child and child-teacher dialogues she taped and transcribed daily, Paley presents the play and fantasies of such students as Andrew, the class organizer of superhero (Darth Vader, Spiderman) play; Charlotte, the resident ballerina, mother, princess, and expert on the good and beautiful; Teddy, who is comfortable in the doll corner and yet is drawn to the *Star Wars* battles out in the room; and Franklin, the *Star Wars* expert, who bridges the gap between gender roles with his art talents.

Attuned to the differences in boys' and girls' play fantasies, Paley finds kindergarten to be "a triumph of sexual self-stereotyping." Adult intervention cannot change the kindergarten child's passion for segregation by gender, she says.

BOYS AND GIRLS: SUPERHEROES IN THE DOLL CORNER

by Vivian Gussin Paley

(University of Chicago Press. 116 pp. $12.50.)

The girls dominate life in the doll corner, where they usually engage in fantasies of family living. Boys generally disregard the doll corner unless they can disrupt it as robbers or space invaders.

Paley doesn't have much luck turning the boys away from Darth Vader or the girls from their domestic routines. She does show that teachers can help the two sexes become more tolerant of one another, however—as by the end of the year she has become more tolerant of her noisy male superheroes. "Have I come to like the characters and the plot," she asks, "more than I admire a quiet room?"

Reviewed by Letitia L. Siemion, first grade teacher, Thomas Jefferson Elementary School, Valparaiso, Ind.

...Little Victims

Why do so many more boys than girls have reading difficulties? Maybe it's because the two genders are socialized differently, hypothesized Raphaela Best, a reading specialist and Association member in Montgomery County, Maryland. So she began a four-year study (1973-77) of the social life of one class as it moved through grades 1-4 in a school she calls "Pine Hill Elementary."

She discovered why many boys fail to learn to read: they judge themselves to be losers in the "second curriculum," the one devoted to gender-role socialization, as well as in the first one, the academic curriculum. As losers, they lack the psychological strength to learn a challenging task like reading.

Best contends that society makes inordinate demands on little boys to become instant men, successful in all challenges—physical, social, academic. Girls don't have to face such early, unrealistic expectations.

Society acts on young boys through their male peers, who have imbued all its macho standards. The male peer group insists that boys meet acceptable standards in physical and social behavior (standing up to bullies, for example) and in the most important area of the curriculum—reading. Boys who can't read easy words are ridiculed. By third grade, peer rejection has made these youngsters hostile and antisocial, and they have given up entirely on reading—and everything else in the formal school curriculum.

Closely related to the gender-role curriculum, Best also discovered a third curriculum: "self-taught sex education." Here children teach one another how each sex relates to the other. Gathering the mixed messages from adults (that males see females as sex objects, for example) they conclude there are but two ways to relate to the other sex: love or hate.

WE'VE ALL GOT SCARS: WHAT BOYS AND GIRLS LEARN IN ELEMENTARY SCHOOL

by Raphaela Best

(Indiana University Press. 181 pp. $12.95.)

Love means sex (or the potential for sex), so what is left to the under-10 age group is hate—negative stereotyping and rejection of the opposite sex.

Best would restructure the third curriculum so that students can learn how to relate to each other as friends, not as potential sex partners.

If educators can help boys learn earlier that there's more to being a boy than merely not being a girl, Best concludes, boys can form healthier self-concepts that will enable them to become better people—and more successful readers in the process.

Reviewed by Paul Hancock, guidance counselor, Pierce School, Cedar Rapids, Iowa.

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For Preschool–Grade 2. Publishers' Price: $58.75.

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REACHING OUT

NEA Office Seekers, It's Time To File

The offices of NEA president and vice-president, as well as two seats on the NEA Executive Committee, will be filled through nominations and elections at this summer's NEA Representative Assembly, June 30–July 3 in Washington, D.C.

If you plan to be a candidate, contact the Executive Office at NEA Center, 1201 Sixteenth St., Washington, DC 20036, for complete information, including an official filing form. For your photo and statement to be printed in *NEA Today*, you must file by April 1. Submission of filing forms does not constitute nomination for office.

In order to run, you must have been an Active or Educational Support member of NEA for the two years immediately preceding the election.

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Let Your Curiosity Get the Best of You

Would you like to spend this summer farming the open seas off the Bahamas, or studying hawk migration in Nevada, or making an ecological census in a Panamanian rain forest?

These are just three of 80 upcoming expeditions in 18 states and 30 foreign countries now recruiting volunteers through Earthwatch—a nonprofit organization that matches university scientists who need help and volunteers who want a taste of field research.

Becoming part of a research team can offer teachers a unique opportunity for in-service training and scholarly renewal. The problem in the past has been that few teachers could afford these expeditions, where costs (excluding travel) average $1,200 per participant.

Earthwatch, recognizing this stumbling block, has now persuaded several foundations to pick up most of the costs for 75 teachers this summer. Some of the fellowships are earmarked for New Jersey high school science teachers, teachers in rural Mississippi, and secondary science or social studies teachers in the southeastern states, so if you fit one of these categories your chances improve. But Earthwatch encourages *all* interested teachers to apply.

For descriptions of the available projects and an application form, write to Ann Robinson at Earthwatch, 10 Juniper Road, Box 127, Belmont, MA 02178, or phone her at (617) 489-3030.

Contest Seeks Young Creative Writers

A nationwide creative writing contest for first through eighth graders is now seeking entries: myths, fables, anecdotes, or poetry of 500 words or less. Teachers may make editorial and spelling corrections, but works must be student-written.

The more than 100 winning entries, as judged by a board of renowned authors and educators, will be printed in an anthology to be published in the fall.

Deadline for submitting manuscripts is May 31; address entries to Rainbow Collection, P.O Box 6092, McLean, VA 22106. Enclose a stamped, self-addressed envelope for return of manuscripts or for reply to queries.

Revision in NEA Legislative Agenda

The "dependent care" item in the NEA Legislative Program for the 99th Congress, as printed in the 1984-85 edition of *Today's Education*, is incomplete.

The item (Third Tier, Part IIC) should read:

"NEA supports federal assistance to state and local governments in providing improved child care networks and services, including adequate supervision of 'latchkey' children. NEA supports reinforcement of standards for care and early childhood development programs, delivered through the public school system, in preparation for kindergarten."

LOOKING BACK

► **In one of two North Carolina counties** trying out an extended school day and year ("Longer Days, Longer Years," Jan./Feb. 1985), community opposition has brought the experiment to an early demise.

The Polk County school board voted in January to withdraw from the "Time for Learning" project at the end of the school year. The project provides state funds for lengthening the school day by 30 minutes and the year by 20 days.

Much of the public opposition in Polk resulted from lack of time for planning and community consultation. Counties were given just two weeks to submit proposals.

In Halifax, the other participating county, lack of planning caused problems during the first year of the program.

State education officials say Polk's early withdrawal will make it more difficult to judge whether extra class time results in increased student learning.

► **Five years ago, NEA-New** Mexico filed an unusual antitrust suit against the state's natural gas producers ("StateSide," Nov. 1984) to prevent school districts from having to pay too much for fuel (and correspondingly too little for teachers' salaries). Now the Association is wondering if the districts aren't once again paying too much—this time for legal fees.

Ironically, the districts failed to join the original class action suit in 1979. Consequently, when the suit was settled out of court in 1984, the districts missed out on the rebates.

Finally, late last year, 55 of New Mexico's 88 school districts did file their own suit against the gas producers. But their law firm—the same one that represents the state school boards association—is charging 20 percent of any recovery, plus $50 an hour, plus expenses. In the original suit, the court awarded the law firm 12.5 percent of the amount recovered—period.

► **Rector,** Ark., special education teacher Lura Holifield has become something of a hero to teachers around the country since last April, when we reprinted her letter to the *Arkansas Gazette* expressing outrage about Arkansas' new teacher competency test law ("Forgive Me If I Sound Bitter..."). She's received mail from around the nation expressing support and thanking her for enlightening Gov. Bill Clinton—and the public—about what teachers *really* do in an average day.

Typical comments, Holifield reports, include one from a Missouri teacher who wrote, "I hope Gov. and Mrs. Clinton will sit in on classes for six months. They'll find out in a hurry what you're talking about."

State officials have scheduled the teacher competency test for March 23, but as we go to press the Arkansas Education Association is continuing its efforts to get the test withdrawn.

TAKING A STAND

NEA Directors Go on Record

Under a policy set by the NEA Board of Directors in 1975, NEA must publish all roll-call votes of the Board. There were two such votes at the December 8, 1984, meeting.

Subjects of Votes:

#1: Authorized an appropriation in the amount of $307,144 from contingency funds for NEA-New York to resolve an ongoing cash flow problem toward the continued implementation of the joint NEA/NEA-New York organizing agreement. (109 YES, 12 NO, 4 ABSENT, 1 other absentee replaced by alternate)

#2: Authorized an appropriation in the amount of $234,000 from contingency funds for the Florida Teaching Profession/NEA to provide funds for a comprehensive three-year (1984-87) membership organizing project. (121 YES, 0 NO, 1 VACANCY, 4 ABSENT, 1 other absentee replaced by alternate)

Key:
Y—voted in favor of the issue
N—voted in opposition to the issue
O—absent from meeting
***—alternate director**

NAME	STATE	Roll Call # 1	2
Harris	Ala.	Y	Y
McDanal	Ala.	O	O
McDonald	Ala.	N	Y
Stitham	Alaska	Y	Y
Beachem	Ariz.	Y	Y
Federoff	Ariz.	Y	Y
Johnson	Ark.	Y	Y
Gooden	Calif.	Y	Y
Harper	Calif.	Y	Y
Johnson	Calif	Y	Y
Reising	Calif.	Y	Y
Vick	Calif.	Y	Y
Walden	Calif.	Y	Y
Williams	Calif.	Y	Y
Wittman	Calif.	Y	Y
Morris	Colo.	Y	Y
Wright	Colo.	Y	Y
Chapin	Conn.	Y	Y
Gagliardi	Conn.	Y	Y
Smith	Del.	Y	Y
VACANCY	D.C.		
Gordon	Fla.	Y	Y
Scott	Fla.	Y	Y
Aikens	Ga.	Y	Y
Eller	Ga.	Y	Y
Lum	Hawaii	Y	Y
Hovey	Idaho	Y	Y
Price	Ill.	Y	Y
Smith	Ill.	Y	Y
Smith	Ill.	Y	Y
Miller	Ind.	Y	Y
Moudy	Ind.	Y	Y
Gilchrist	Iowa	N	Y
Mesicek	Iowa	Y	Y
Cole	Kansas	Y	Y
Gunter	Kansas	Y	Y
Harvey	Ky.	Y	Y
Morton	Ky.	Y	Y
Falcon	La.	Y	Y
Green	La.	Y	Y
McGary	Maine	Y	Y
Doyle	Md.	Y	Y
Kuker-Kihl	Md.	Y	Y
LaPlante	Mass.	N	Y
Matulaitis	Mass.	N	Y
Todd	Mass.	N	Y
Brown	Mich.	Y	Y
Davenport	Mich.	Y	Y
Smith	Mich.	Y	Y
Swanson	Mich.	Y	Y
Zook	Mich.	Y	Y
Thomas	Minn.	Y	Y
Tigner	Minn.	N	Y
Armstrong	Miss.	Y	Y
Jung	Mo.	Y	Y
Berg	Mont.	Y	Y
Rea	Nebr.	Y	Y
Anderson	Nev.	N	Y
Mitchell	N.H.	Y	Y
Goldman	N.J.	Y	Y
Johnson	N.J.	Y	Y
Moore	N.J.	Y	Y
Peters	N.J.	Y	Y
Walters	N.J.	Y	Y
Eachus	N. Mex.	Y	Y
Anderson	N.Y.	Y	Y
Cleveland	N.Y.	Y	Y
Cummings	N. C.	O	O
Graves	N. C.	Y	Y
Rader	N. C.	N	Y
Gallagher	N. Dak.	Y	Y
Augusta	Ohio	Y	Y
Dorsey	Ohio	Y	Y
Jones	Ohio	Y	Y
VanGundy	Ohio	O	O
*Wilson	Ohio	Y	Y
Black	Okla.	Y	Y
Jewell	Okla.	Y	Y
Cornell	Oreg.	Y	Y
Lee	Oreg.	Y	Y
Bentz	OV	Y	Y
Epting	Pa.	Y	Y
Halas	Pa.	Y	Y
Huntley	Pa.	N	Y
Mechlowitz	Pa.	Y	Y
Mitchell	Pa.	Y	Y
del Valle	P.R.	Y	Y
Blanda	R.I.	Y	Y
Kanapaux	S. C.	Y	Y
Dangel	S. Dak.	N	Y
Akers	Tenn.	Y	Y
Cage	Tenn.	Y	Y
Hughes	Texas	Y	Y
Jennings	Texas	Y	Y
Scott	Texas	Y	Y
Stacey	Texas	Y	Y
Taylor	Utah	Y	Y
Scott	Vt.	Y	Y
Gant	Va.	Y	Y
Mika	Va.	Y	Y
Wilson	Va.	Y	Y
Amos	Wash.	N	Y
Bauer	Wash.	N	Y
Horne	Wash.	Y	Y
Davis	W. Va.	Y	Y
Carlin	Wisc.	Y	Y
Lewandowski	Wisc.	Y	Y
Schleife	Wisc.	Y	Y
Anderson	Wyo.	Y	Y
Jones	Student	O	O
Stanley	Student	Y	Y
Santora	Retired	Y	Y
Westbrook	Retired	Y	Y
Booth	At Large	Y	Y
Browne	At Large	Y	Y
Marrone	At Large	Y	Y
Renshaw	At Large	Y	Y
Treibley	At Large	O	O
Chase	Ex. Com.	Y	Y
Foglia	Ex. Com.	Y	Y
Lewis	Ex. Com.	Y	Y
Mack	Ex. Com.	Y	Y
Obermeyer	Ex. Com.	Y	Y
Wilson	Ex. Com.	Y	Y
Bradshaw	Ex. Com.	Y	Y
Geiger	Ex. Com.	Y	Y
Futrell	Ex. Com.	Y	Y

YOU AND YOUR RETIREMENT

NEA, Affiliates Battle To Protect Retirees

The Pennsylvania State Education Association (PSEA) has won an important legal struggle that means refunds to 200,000 school employees and a reduction in their mandatory retirement contributions.

The case arose in 1983, when Gov. Richard Thornburgh signed legislation increasing the retirement contribution for Pennsylvania school employees from 5.25 percent of annual salary to 6.25 percent.

PSEA sued, charging that for the state to raise the retirement contribution without increasing benefits was a "unilateral devaluation" of the benefits of workers already in the system.

Now the Pennsylvania supreme court has ruled in favor of the Association, ordering a return to the lower contribution rates for employees already in the system before the law was signed, and mandating that the excess contributions be refunded—with the state paying 4 percent interest on the refunds.

Meanwhile, on the Washington lobbying front, talk centers on how to reduce the Reagan Administration's record-setting budget deficit. Which Americans will pay the price, in the form of reduced federal programs?

It won't be retired school employees living on Social Security, if NEA-Retired (NEA-R) has its way. On behalf of the more than 60,000 NEA-R members, the NEA-R advisory council has sent a letter to every member of Congress, urging opposition to any suggested cut or freeze in cost-of-living adjustments for Social Security recipients.

NEA-R contends that the formula used to determine Social Security's cost-of-living increases is already biased against retired Americans' real economic needs. The letter urges Congress not to make matters worse by cutting future increases.

Legal support, lobbying—whatever the need of America's retired school employees, NEA-Retired plans to provide the program to meet that need, says NEA-R President Joe Westbrook of Memphis, Tenn.

"Our goal is to provide service to every retired school employee," Westbrook stresses. "We want to keep retired members active and involved in NEA as a lifetime commitment."

To do just that, NEA-R has worked hard to provide full representation to retired school employees on NEA's Board of Directors, Resolutions Committee, Representative Assembly—in every facet of Association activity.

To find out more about how you can become an active part of NEA's retired programs, contact NEA-R, 1201 Sixteenth St., N.W., Washington, DC 20036.

—Eddy Gattis

TV/Radio Tips

NEA recommends the following broadcasts to members, students, and their families.

One Too Many—*ABC-TV, Wednesday, March 6, 4-5 p.m. ET.* Afterschool Special about four teenagers whose lives have been altered by a drunk driver. (Contact your local ABC station for a free study guide.)

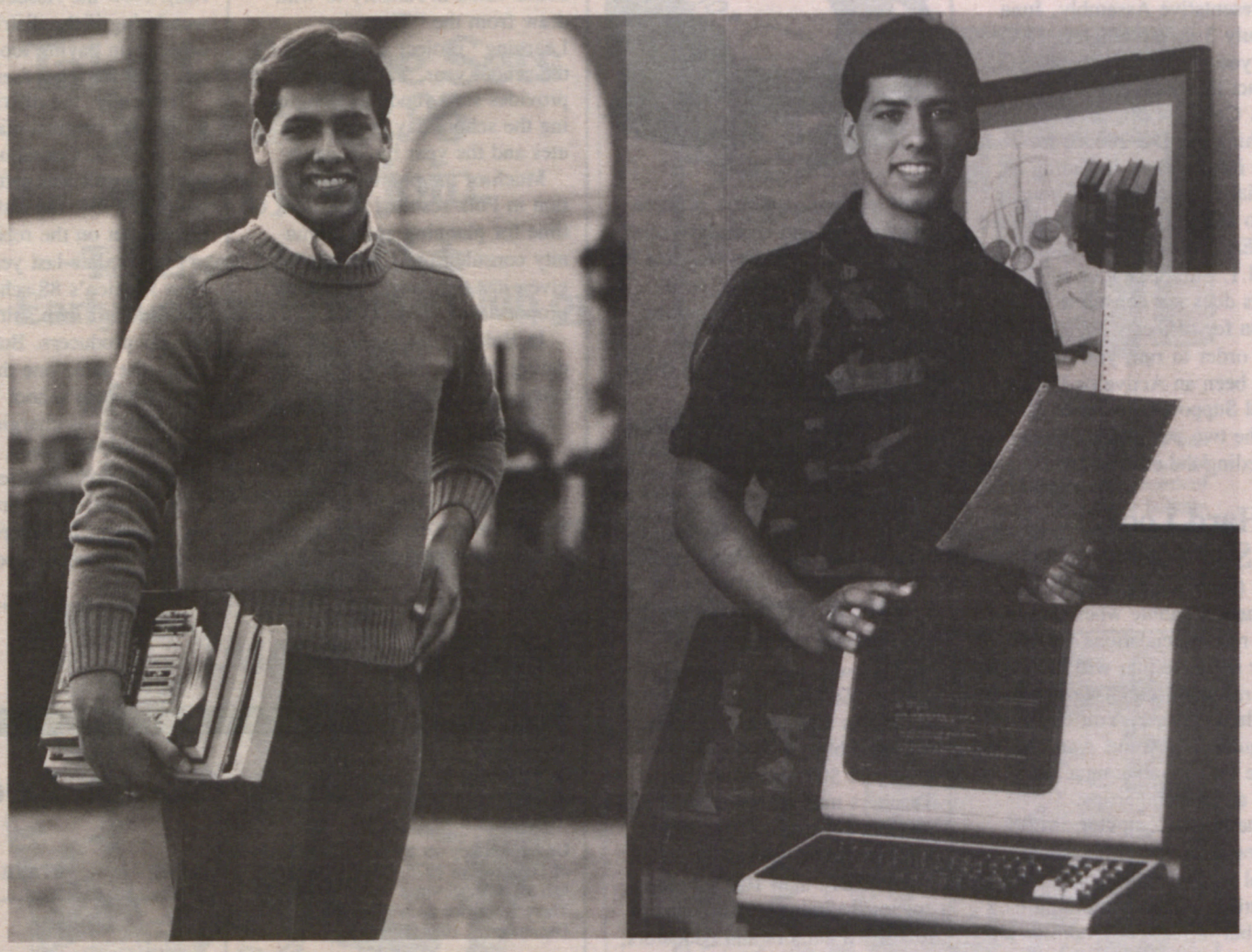
The Day the Senior Class Got Married—*CBS-TV, Wednesday, March 6; check local listings for time.* Schoolbreak Special based on the book of the same name by Gloria D. Miklowitz, about six high school students who learn some of the realities of marriage through a high school economics class project. (Contact your local CBS station for a free viewers' guide.)

Kids for Kids—*NBC-TV, Saturday, March 9; check local listings for time.* Second of six NBC Special Treat shows to be aired this year. A magazine format for children, hosted by a child.

First Steps—*CBS-TV, Tuesday, March 19, 9-11 p.m. ET.* "Read More About It" TV movie tells the true story of Dr. Jerrold Petrofsky, whose experimental use of electrodes to stimulate the leg muscles of 23-year-old paraplegic Nan Davis enabled her to walk 10 steps to her college graduation last year. Show concludes with a bibliography.

Live from the Met—*PBS, Wednesday, March 27; check local listings for time.* The Metropolitan Opera's new production of Puccini's *Tosca*, with Giuseppe Sinopoli making his debut as Met conductor.

Noticiero Latino—*National Public Radio, beginning in March; check local listings for dates and times.* Daily five-minute newscast in Spanish, focusing on issues that affect the growing Latino population in the western states, including civil rights, labor and immigration legislation, the arts, and unemployment.



WE DO A LOT FOR OUR CONTINUING EDUCATION STUDENTS BECAUSE THEY DO SO MUCH FOR US.

Young people who are doing all they can for our country deserve the opportunity to do all they can for themselves.

That's what ACES is all about. The Army Continuing Education System offers a variety of programs through which soldiers can get tuition assistance, credit for independent study, management and vocational training, even the opportunity to learn foreign languages.

It all starts with the counseling every soldier receives soon after joining the Army. At the Army Education Center on post, soldiers learn about ACES programs and determine which are best suited for their educational and career goals. ACES counselors are available to advise soldiers throughout their Army careers.

Your students can work toward college degrees while they're in the Army. Through ACES, they can take college courses right on post or at a nearby campus. Soldiers may enroll in programs that will enable them to transfer college credits back to "home schools" if they are transferred. These programs can lead to vocational/technical certificates, and Associate, Baccalaureate and Masters degrees.

Your students can find out more about ACES from their local Army Recruiter, who's listed in the Yellow Pages. Experience has taught us that the more our soldiers can learn, the better it makes the Army.

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Tens of thousands of teachers across the country . . . throughout the world . . . continue to find these 32-page monographs the most economical and practical way to keep current on key classroom concerns.

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The Computer and Education provides useful guidelines for teachers regarding computer uses in instruction. Focuses on computers and Present Availability and Use; Classroom Applications; Major Curriculum Areas; Exceptional Children; Attitude and Motivation; Future Issues and Concerns.
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Spelling Trends, Content, and Methods presents the most recent research findings about the nature of spelling, its place in the curriculum, latest developments, and trends for the future. Practical classroom application of the research findings is provided through numerous examples.
(1062-0-00-D) **$2.50.**

Homework as a Learning Experience presents numerous ideas and suggestions to make homework a meaningful experience, not dreaded drudgery, and outlines creative approaches for teachers to use which have been evaluated through research.
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Disruptive Student Behavior in the Classroom explores promising practices teachers can use in responding to discipline problems that emerge in their classrooms.
(1050-7-00-D) **$2.50.**

Questioning Skills for Teachers concentrates on the impact of questioning techniques on student thinking, achievements, and attitudes, including questioning strategies and approaches for analyzing classroom questions.
(1058-2-00-D) **$2.50.**

Motivation provides accurate, reliable information teachers need to move forward in changing the classroom climate in this succinct, comprehensive, up-to-date book.
(1042-6-10-D) **$2.50.**

Writing in the Content Areas offers an overview of the historical position of writing skills in their relation to the total curriculum and includes ideas for teachers to help their students become better, clearer writers in daily classroom work.
(1060-4-00-D) **$2.50.**

Parent-Teacher Conferencing examines the resources about parent-teacher conferences and suggests effective ways for teachers to improve their communications with parents and involve them in the educational development of their children.
(1057-4-00-D) **$2.50.**

Teaching Styles as Related to Student Achievement, concentrates on Feedback, Questions, Structuring Activities, Clarity, Task-Oriented Teaching, Classroom Reward Structures, and Student Perceptions of Classroom Climate.
(1049-3-00-D) **$2.50.**

The Newspaper in the Classroom provides suggestions for utilizing newspapers in the classroom as a motivation device, and also as a subject of study.
(1048-5-00-D) **$2.50.**

Stress and the Classroom Teacher focuses on the nature of stress and effects it has and offers numerous alternatives for application in and out of the classroom.
(1052-3-00-D) **$2.50.**

Behavior Modification surveys the literature and discusses ways in which disruptive behavior may be identified, monitored, reported, and modified.
(1035-3-00-D) **$2.50.**

Creativity in the Classroom concentrates on the area of creativity as related to methods, curriculum, identification and assessment, and patterns of development.
(1003-5-10-D) **$2.50.**

Nonverbal Communication gives teachers techniques to become better "listeners" and "senders" as a method of improving classroom instruction.
(1053-1-00-D) **$2.50.**

Cooperative Learning: Student Teams tells teachers how to implement the most effective results of project groups, laboratory groups, and discussion groups into a student-student/student-teacher approach across the curriculum and grade levels.
(1055-8-00-D) **$2.50.**

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Letters

Vocational Miracles

Your cover story on voc ed began with a classic mistake. Why must every such article always relate a miracle—the story about the less than mediocre student who was saved by a vocational program?

The occurrence of that miracle is rare, and hopes for it should not be used as a basis for funding voc ed—or for using vocational programs as a dumping ground for problem students.

Training programs must be realistic. As a vocational horticulture teacher, how can I teach a student that the first step in safe, lawful pesticide use is to read the label if that student cannot read?

Vocational education needs stern evaluation and redesign. It's an anachronism to train students for "entry-level" positions when those jobs today are either handled by machines or are so menial that little or no prior training is necessary.

How much longer can America go on thinking that if you're smart you go to college, and if not you get a job?

Vocational programs must be upgraded in the same manner in which science, math, or English programs are upgraded. Voc ed cannot exist in its present form. We must become not only a viable alternative but a competent part of a student's complete education. We will not advance as long as we are forced to participate in popularity games to attract students.

Joseph P. Iannetti
Georgetown, Pennsylvania

Absent . . . or Abducted?

One morning last November, eight-year-old Tammy Belanger of Exeter, N.H., kissed her mother goodbye and set out for school, less than a mile away. She never made it. But her mother didn't know that until many hours later.

"It's not our policy to phone parents when a child is absent for just one day," school officials explained. This stance—common to most schools—needs immediate change.

People with designs on a child know that if they can abduct the child before he or she arrives at school, it will be seven or eight hours before that child will be missed. A child can be taken a long way in that time.

For two years I have asked in writing that my children's school phone me if my children are not accounted for one hour after the start of the day. The answer is always no. ("If we did it for you, we'd have to do it for everyone. It takes too long. We're too busy.")

It's time for schools to stop assuming that a child who is absent is simply sick and at home. Requiring a note from home when the child returns to school won't help a child like Tammy. Each school should inform parents that if a child is to be absent from school, or more than an hour late, it is the parent's responsibility to contact the school (via a phone call or a note sent with a sibling or neighbor's child) within one hour of the start of the school day. If a child is absent without explanation, it is the school's responsibility to contact the parents before valuable time elapses.

Nancy L. Johnson
Portsmouth, New Hampshire

'Begging for Learning': Teachers' On-Site Report Sparks Debate

I was shocked and surprised to find myself horribly misquoted in "Begging for Learning" (Dec. 1984). I am quoted as saying "It would be easier if the U.S. could just declare war on Nicaragua. . . . Then we wouldn't have to worry about international law."

I not only have never said anything like that, I also have never thought anything like that, and I would be deeply offended by anyone who did. Diplomacy must always be sensitive to international law and, as President Reagan and Secretary Shultz have said on many occasions, there are no plans for any sort of U.S. "war" or invasion against Nicaragua.

I also would ask that you correct the article further to read, in the third to last paragraph, "he could not reveal *all of* the evidence for security reasons."

Thanks so much for your time, and I look forward to meeting with any other NEA group that visits Central America.

Robert Fretz
U.S. Consul General
Managua, Nicaragua

The authors respond: The U.S. Embassy was the only place we visited in Nicaragua where we weren't allowed to bring our cameras and tape recorders. We were required to leave them outside the metal detectors in the lobby. So, in writing our story, we cross-checked the careful notes taken by several of the 20 teachers present. If Mr. Fretz is relying on more than his own memory when he denies the statements we attributed to him, then we apologize. To this date, however, we have confidence in our report.

More importantly, we stand by the criticism of Reagan Administration support for the three-year-old "contra" war in Nicaragua. Our position is consistent with NEA policy.

Please stop supporting the spread of Communism in Central America through articles such as "Begging for Learning."

Thomas Brooks
El Centro, California

It was good to find an article that reflects concern about people and education beyond our national borders. The story by Mark Simon and Jeffrey Buttrey on the obstacles facing education in Nicaragua reminds us of what is and isn't being done in our name.

I shared the article with two of my English classes, for several reasons: to show students an example of concise, well balanced journalistic writing, to suggest that there are teachers and communities whose commitment to education transcends back-to-basics rhetoric, and to raise questions about U.S. activity in Nicaragua.

Our textbooks are either too outdated or too cautious to cover this kind of social studies, these kinds of problems in democracy. *NEA Today* is to be commended for publishing articles like this.

John Hennelly
Old Saybrook, Connecticut

The blurb on "Begging for Learning" says visiting NEA members wonder what would happen if the U.S. supported classrooms rather than *contras* in Nicaragua.

The answer one derives from the article is that increased indoctrination in Marxism would result. The Sandinista government receives support from the Soviet Union. Since when has the USSR supplied any government that did not eventually become a totalitarian Communist police state?

Ernest L. Smith
Wichita, Kansas

It did not surprise me that U.S. Consul General Bob Fretz found it hard to believe that the real purpose of Nicaragua's reading program was literacy. Since our government only pays lip service to education as a national priority here, it would be hard to recognize education as a national priority elsewhere.

Marilyn Talken
Pleasant Hill, California

Nothing that has appeared in any NEA publication has ever raised my ire sufficiently to warrant a letter until "Begging for Learning."

It would seem that even the best efforts of U.S. Consul General Bob Fretz were not enough to remind your reporters of whose side Nicaragua is on. . . .

The price of one of the new attack helicopters sent to Nicaragua by Russia would buy a lifetime supply of ballpoints for every "student."

If you continue to be confused by international events and as to what country you owe your allegiance, I will withdraw my membership.

Richard Shropshire
Walla Walla, Washington

In the 1930s there were Hitler and Mussolini sympathizers who pointed to full employment in Nazi Germany and the trains running on time in Fascist Italy as a way of apologizing for those vicious regimes. NEA is using the literacy issue in the same way in regards to Nicaragua.

Decent people will condemn not only the class repression of the landed aristocracy in Central America and the right-wing terror there, but also the new oppressors, the Communists.

Louis Leopold
Easthampton, Massachusetts

Space Station Costs

In your Jan.-Feb. "Trends" section you imply that the $2 billion to be spent on a space station could be better spent on teacher salaries.

Our earth resources are limited, and new resources someday will need to be harnessed. Those new resources may be found on other planets. Also, new technologies that are now being tested in the microgravity of our space shuttle may add to the quality of life and open new frontiers in jobs.

Should money be spent on education or space? The debate could go on forever. One thing we as education advocates must never do is close the door on future frontiers, such as space development.

Sam McClung
Tucson, Arizona

Coors Boycott

Your advice to avoid Coors products ("Don't Buy Coors Beer," Dec. 1984) seems to be just one more attempt to make the NEA another 1930s type of labor union. The last part of the report leads me to believe that the NEA's leadership has more of an objection to the politics of the owners of Coors than to the treatment of the laborers.

As an educational organization, do we really want to start opposing companies because of the political beliefs of their owners?

Please start representing me, not trying to lead me. Help me as a teacher. Do not try to tell me what to buy, how to vote, and what to believe.

Glen L. Crane
Titusville, New Jersey

School Health Hazards

Your November cover story "Is Your School Safe?" was very timely. I've seen laboratories and arts and craft classrooms where hazardous substances are used, disposed of, and stored without regard for the risks to both staff and students.

Safety must become a viable part of education. Teachers and administrators should be required to take at least nine hours of safety studies. School districts should be required to have a safety professional on board. All hazards and risks should be addressed, prioritized, and gradually reduced or eliminated. Safety education should be a requirement for high school graduation.

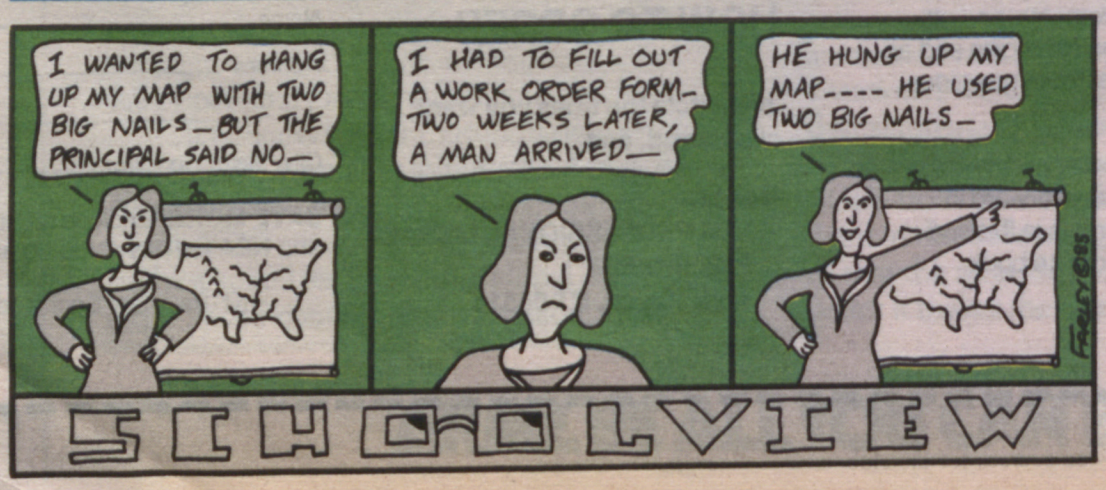
Alfred F. Lang
Corvallis, Oregon

Perhaps many of the students we identify as learning-disabled or behaviorally disordered are in actuality chemically sensitive.

I myself am a chemically sensitive person—bothered by the lights in my classroom, which leaked tar and gave off an odor when they were on for a long time. During parent conferences, one of the mothers had to leave my classroom because of an allergic reaction to an oil the custodians spray on the mops.

These chemicals have to be affecting our students. I would like to see more research into this area.

Elizabeth McEachen
Ravenna, Ohio


I WANTED TO HANG UP MY MAP WITH TWO BIG NAILS—BUT THE PRINCIPAL SAID NO—
I HAD TO FILL OUT A WORK ORDER FORM— TWO WEEKS LATER, A MAN ARRIVED—
HE HUNG UP MY MAP—— HE USED TWO BIG NAILS—
SCHOOLVIEW

Address correspondence to "Letters," NEA Today, 1201 Sixteenth Street, N.W., Washington, DC 20036. We reserve the right to edit letters for length.

PERSONALLY SPEAKING

S-t-r-e-t-c-h Your Buying Power

A penny saved is a penny earned. **When Ben Franklin coined that advice, he didn't figure in taxes, Social Security, commuting costs, or job-related expenses. Today, a penny saved could be as much as *two* pennies earned!**

Being a wise consumer means more than just shopping for sales. It takes planning, research, creativity, negotiating skills, and a little self-discipline. But the returns are great, as your money goes farther and you can afford more of the things you want.

And remember, NEA Special Services offers a variety of valuable products and services that help stretch your dollars—including consumer guides to help you steer clear of trouble in complicated areas such as insurance, credit, and travel. For more information, write to NEA Special Services Response Center, 51 Monroe Street, Suite 200, Rockville, Md. 20850.

Shopping at Home? Know Your Rights

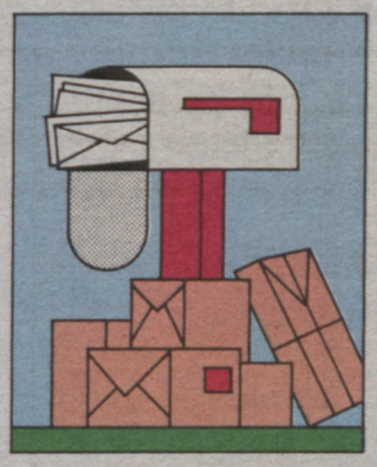
Whether by phone, through the mail, or with a door-to-door salesperson, Americans are doing more shopping than ever before from their homes.

Buying at home can mean savings and convenience, but it can also spell trouble for consumers. When you shop at home, you gain and lose certain advantages. It pays to understand your rights.

Perhaps you've heard of the three-day "cooling-off" rule. The Federal Trade Commission now requires all door-to-door salespersons to inform you of your right to change your mind within three days. They must also provide you with two copies of a cancellation form, and a dated contract or receipt for your purchase that shows the name and address of the seller.

This FTC rule holds true for sales agreements made not just in your own home, but also at "parties" in private homes, rented hotel rooms, restaurants, or anywhere other than the seller's normal place of business.

But you shouldn't let this law give you a false sense of security. You *don't* have the right



to cancel all types of contracts. The cooling-off rule doesn't apply to purchases under $25. Nor does it cover sales made entirely through the mail or by phone. Finally, it doesn't apply to contracts for the purchase of real estate, insurance, securities, or emergency home repairs. So before you sign on the dotted line, be sure you know what you're buying.

Shopping by mail can save time, energy, and money. Unfortunately, it can create the potential for consumer problems as well.

When you go to a store, you usually examine the merchandise, ask questions, and take what you buy home with you. When you order something by mail or phone, however, you often pay in advance for something you haven't seen and won't receive immediately. Obviously, it takes a good deal of caution and plain old common sense to avoid trouble.

The first rule to remember in mail order shopping is that if something sounds too good to be true, it probably is.

The second rule is to keep accurate records. Write down the company's name, address, and phone number, the date you mailed the order, and a description of the item(s) purchased. Keep a copy of the money order or your cancelled check.

The biggest source of mail order complaints is prepaid orders that don't arrive on time, the Better Business Bureau reports. The FTC now requires mail order businesses to notify you if your purchase can't be shipped in the time originally promised. (If no time period was specified, the order must be shipped within 30 days.) In the event of a delay, the seller must give you the option to cancel the order at no cost. If you do decide to cancel, the seller must mail your refund within seven business days unless you ordered by credit card, in which case the seller must credit your account within one billing cycle following receipt of your request.

This protection generally does *not* extend to telephone orders. When ordering something by phone, therefore, it's even more important that you deal with a reputable business.

Finally, if you ever have to return merchandise to a company, it's smart to get a return receipt from the shipper. It costs a little extra, but it will give you proof that you actually returned the merchandise.

Food Co-ops for the '80s

Quick—what image does the word "co-op" conjure up in your mind?

If you said something like "people in sandals carrying sacks of brown rice," it's time to update your thinking.

Today, food co-operatives are a thriving alternative for all types of consumers. Some co-op shoppers report savings of up to 50 percent on their food bills.

If there isn't a food co-op near your home, you might want to start one. A big co-op that tries to supply every grocery need is a monumental task, so unless you have lots of time and business expertise, better start with a small buying club.

You can begin with as few as 10 families. By concentrating on foods that can offer the biggest savings—fresh fruits and vegetables, baked goods, and meat—even small groups can reap substantial benefits.

The most important ingredient for club success? The members. It's crucial that everyone have similar food tastes and be willing to share responsibility. Members should also have a wide variety of skills. A math or business teacher can be helpful with accounting. Other useful resources include access to a photocopier, vans or trucks, babysitters, and a central distribution place.

Members can each contribute a set amount and take whatever the club buyers feel are the best market values that day, or they can prepay for advance orders, or they can place orders and pay upon delivery. Each method has advantages and disadvantages that the members should discuss thoroughly in advance.

Food sources for the club include wholesalers, farmers, bakers, butchers, manufacturers, distributors, restaurant suppliers, and even other co-ops. As club expertise and number of contacts grow, so do savings.

As for food distribution, members can either come to a central point to pick up their share, or the club can deliver. Either way, members should be ready to contribute money for incidentals such as bags, knives, and storage bins.

For a food buying club to work, all members must share equally in the chores. Some clubs use rotation systems so that no one gets stuck with an unfair share.

For more information, read *Food Co-ops for Small Groups*, by Tony Vellela (Workman Publishers, New York, 1975). Or write for the free publications list offered by the Cooperative League of the USA, Suite 1100, 1828 L Street, N.W., Washington, DC 20036.

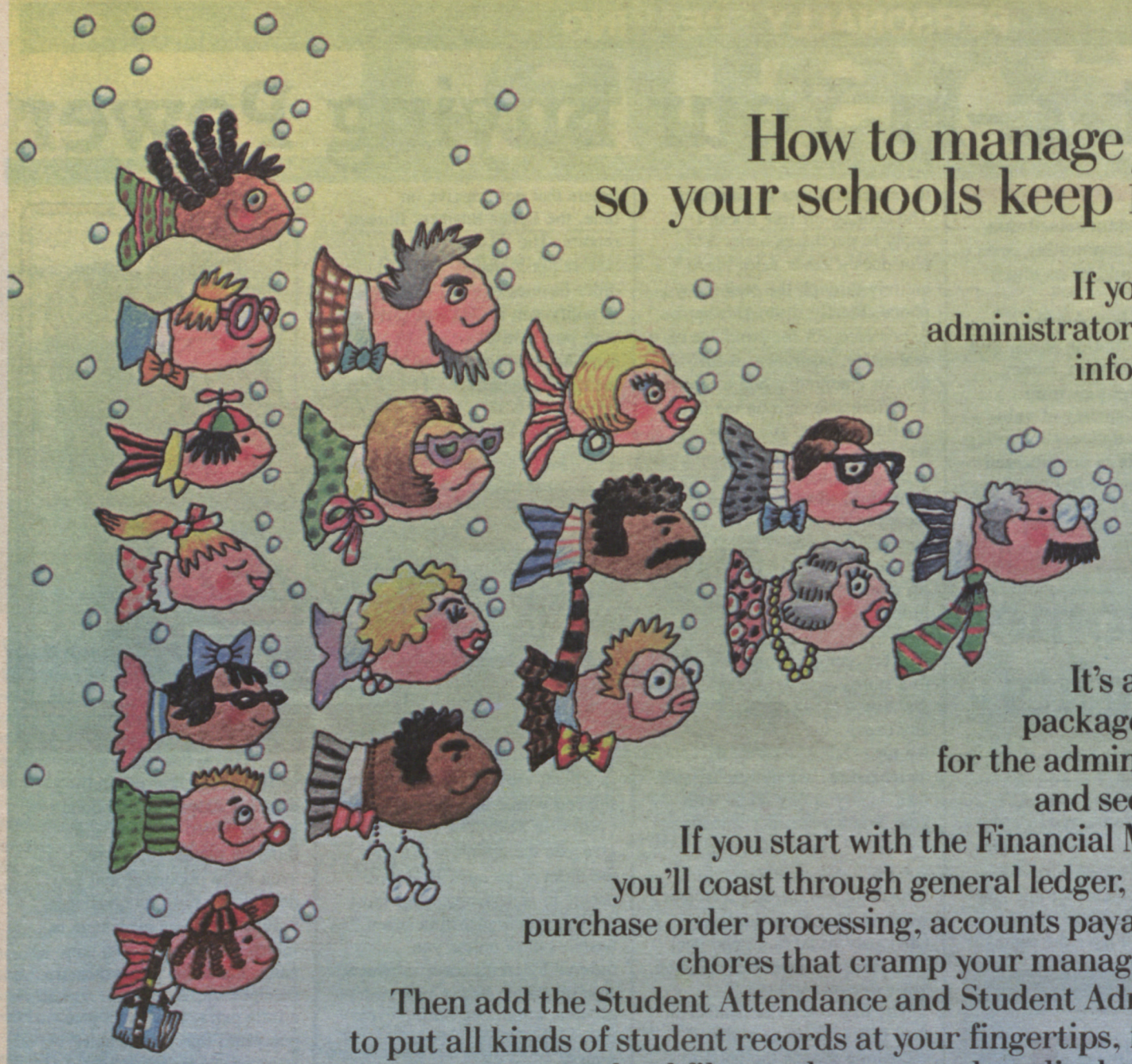
How Much Can You Save?

Is being a wise consumer really worth all the effort? Consumer consultant Noah Fuhrman thinks so. He suggests seven steps the average American family can take to double its standard of living, without increasing its income by a single penny:

Action	*Estimated increase in purchasing power*
1. **Become self-aware consumers.** Ask yourself what you want out of life, now and in the future. When you buy on impulse, you don't have money for the things you really want.	25%
2. **Develop a consumer game plan.** Once you know what you want, develop a long-range plan to take advantage of opportunities as they appear. For example, don't wait for your old refrigerator to die before you start shopping for a new one.	20%
3. **Become bargain-conscious.** By learning where and how to shop for bargains, you can save on everything from food to automobiles.	25%
4. **Negotiate.** Forget fixed prices. Often, there are bargains for the asking—if you just ask. Set up a win/win situation for you and the seller: you buy what you can afford, he moves his merchandise.	10%
5. **Know the tricks.** Learn to spot them before you're hooked. For example, if it's advertised as a sale, ask yourself: Are they selling lower-quality goods, or reducing already-inflated prices?	10%
6. **Seek strength in numbers.** It can be as simple as using Association or senior citizen discounts, or as involved as organizing a local fuel co-op.	20%
7. **Conserve.** Get a little extra mileage out of all your belongings, and watch the savings add up.	20%

Of course, how much you can increase your purchasing power will depend on your present consumer habits. But every little bit helps!

Source: Noah Fuhrman. *Seven Keys for Doubling Your Standard of Living (Without Increasing Your Income)*. New York: Macmillan, 1982.



How to manage information so your schools keep in formation.

If you're a school district administrator drowning in a sea of information, IBM's got a real lifesaver.

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When you include the Employee Management system, you can track employee records, payroll and salary projections. It even lets you keep your eye on staff attendance.

Finally, the Warehouse, Fixed Asset Inventory, and Library Management systems help you coordinate the requirements of your physical plant. If you know who needs what, you can order in bulk and keep costs and losses to a minimum.

Designed to run on the System/36, this package is easy to set up and operate.

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